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[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#) | [Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#) | [Troops to Teachers](#) | [Other Sites of Interest](#)

# Agenda

## California Commission on Teacher Credentialing

July 12-13, 2000 • Commission Offices • 1900 Capitol Avenue • Sacramento, CA 95814

Some of the agenda items are available for viewing on the web.

Click on the  to view the items that are available.

**WEDNESDAY, July 12, 2000**

*Commission Offices*

**1. General Session**

**8:30 a.m.**

**GS-1**

Interviews for Appointment of Members to the Committee on Accreditation

**THURSDAY, July 13, 2000**

*Commission Offices*

**1. Appeals and Waivers (Committee Chair Harvey)**

**8:00 a.m.**

**A&W-1**

Approval of the Minutes

**A&W-2**

Consideration of Credential Appeals

**A&W-3**

Reconsideration of Waiver Denials

**A&W-4**

Waivers: Consent Calendar

**A&W-5**

Waivers: Conditions Calendar

**A&W-6**

Waivers: Denial Calendar

**A&W-**

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2. The Commission will immediately convene into Closed Session

**Closed Session (Chair Norton)**

**10:15  
a.m.**

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

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3. **Reconvene General Session (Chair Norton)**

**1:30  
p.m.**

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- GS-2** Roll Call
  - GS-3** Pledge of Allegiance
  - GS-4** Approval of the June 2000 Minutes
  - GS-5** Approval of the July Agenda
  - GS-6** Approval of the July Consent Calendar
  - GS-7** Annual Calendar of Events
  - GS-8** Chair's Report
  - GS-9** Executive Director's Report
  - GS-10** Report on Monthly State Board Meeting
- 

4. **Legislative Committee of the Whole (Committee Chair Veneman)**



**LEG-1** Status of Bills of Interest to the Commission



**LEG-2** Analysis of Bills of Interest to the Commission



**LEG-3** How Legislative Bills Relate to the Budget

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5. **Performance Standards Committee of the Whole (Committee Chair Katzman)**



**PERF-1** Annual Report on the California Basic Educational Skills Test (CBEST): July 1995-June 1999  
**NOTE:** Large file. Please allow sufficient time for downloading.

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6. **Fiscal Policy and Planning Committee of the Whole (Committee Chair Miner)**



**FPPC-1** New Procedure for Presentation of Budget Change Proposals

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7. **Preparation Standards Committee of the Whole (Committee Chair Ellner)**

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Approval of Subject Matter Preparation Progrms Submitted



**PREP-1** by Colleges and Universities and Designated Subjects Programs Submitted by Colleges, Universities and Local Education Agencies



**PREP-2** Report on the Distribution of Pre-Internship and Internship Grant Funds for 2000-2001

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## 8. Reconvene General Session (Chair Norton)

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**GS-11** Report of the Appeals and Waivers Committee

**GS-12** Report of Closed Session Items

**GS-13** Commissioners Reports

**GS-14** Audience Presentations

**GS-15** Old Business: Quarterly Agenda for July, September, & October 2000

**GS-16** New Business

**GS-17** Adjournment

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### **All Times Are Approximate and Are Provided for Convenience Only**

**Except Time Specific Items Identified Herein (i.e. Public Hearing)**

**The Order of Business May be Changed Without Notice**

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

### **Reasonable Accommodation for Any Individual with a Disability**

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, Sacramento, CA 95814; telephone, (916) 445-0184.

### **NEXT MEETING**

**September 6-7, 2000**

**California Commission on Teacher Credentialing**

**1900 Capitol Avenue**

**Sacramento, CA 95814**



[Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)

[CA Home Page](#)[Governor's Home Page](#)[About the Commission](#)[Credential Information](#)[Examination Information](#)[Coded Correspondence](#)[Credential Alerts](#)[Educational Standards](#)[Reports-on-Line](#)[Committee on Accreditation](#)[Troops to Teachers](#)[Other Sites of Interest](#)[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)[Troops to Teachers](#) | [Other Sites of Interest](#)

## California Commission on Teacher Credentialing

**Meeting of:**

July 12-13, 2000

**Agenda Item Number:**

LEG-1

**Committee:**

Legislative

**Title:**

Status of Bills of Interest to the Commission

✓ Information

✓ Action

**Prepared by:**Rod Santiago  
Legislative Liaison

### BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING June 27, 2000

**CCTC-Sponsored Bills**

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 309 - Mazzoni  Would create a state-funded administrative internship preparation program	Sponsor (3/99) <b>Sponsor (5/00)</b>	Senate Education Committee
AB 457 - Scott  Would add internet-based sex offenses to the list of specified mandatory revocation offenses	<b>Sponsor (3/99)</b>	Signed by the Governor-- Chaptered
AB 466 - Mazzoni  Omnibus clean-up bill	<b>Sponsor (3/99)</b>	Signed by the Governor-- Chaptered
AB 471 - Scott  Would require CCTC to report to the Legislature and the Governor on numbers of teachers who received credentials, internships and emergency permits	<b>Sponsor (3/99)</b>	Signed by the Governor-- Chaptered
AB 877 - Scott  Would provide for credential equivalence for out-of-state trained teachers and administrators	Support (3/00) <b>Sponsor (5/00)</b>	Senate Education Committee

AB 1067 - Margett  Would bring Education Code provisions related to lewd and lascivious Penal Code violations into conformity	<b>Sponsor (4/99)</b>	Signed by the Governor-- Chaptered
AB 1282 - Jackson  Would require CCTC to make improvements needed to enhance CBEST	<b>Sponsor (4/99)</b>	Signed by the Governor-- Chaptered
AB 2339 - Mazzoni, et. al.  Would clean-up various provisions of the Education Code and strengthen the Commission's accreditation process and assignment monitoring practices	<b>Sponsor (2/00)</b>	Senate Education Committee

#### SENATE BILLS OF INTEREST TO CCTC

<b>Bill Number - Author Subject</b>	<b>Previous and Current CCTC Position (date adopted)</b>	<b>Status</b>
SB 151 - Haynes  Would allow a person who meets prescribed requirements to qualify for a Professional Clear teaching credential	Seek Amendments (2/99) Oppose Unless Amended (4/99) <b>Oppose (7/99)</b>	Held in Assembly Appropriations Committee
SB 179 - Alpert  Would make changes to the Healthy Start Support Services Program (Last amended 6/15/00)	<b>Support if Amended (2/99)</b>	Assembly Appropriations Committee
SB 395 - Hughes  Would remove the sunset date on SDAIE staff development training	Seek Amendments (4/99) <b>Support (7/99)</b>	Signed by the Governor-- Chaptered
SB 472 - Poochigian  Would require SDE and SBE to make a joint recommendation to the Legislature regarding implementation of mathematics institutes for teachers in grades 4, 5 and 6 (Last Amended 1/26/00)	<b>Support (4/99)</b>	Assembly Education Committee
SB 573 - Alarcon  Would state the Legislative intent to establish a pilot program to enhance the retention of experienced teachers, enhance the opportunities for candidates to complete credentialing programs, and train teachers for effective service in hard to staff schools. (Last Amended 1/26/00)	Watch (4/99) <b>Support if Amended (5/99)</b>	In Assembly- Held at Desk
SB 1431 - Haynes, et. al.  Would remove the coursework option for credential candidates to meet subject matter competency	<b>Oppose (3/00)</b>	Failed passage in Senate Education Committee- Reconsideration granted
SB 1505 - Alarcon  Would create programs to attract and retain teachers	Support if Amended (3/00) <b>Support (5/00)</b>	Assembly Education Committee
SB 1527 - Hughes  Would allow school districts to participate jointly in integrated teacher preparation programs	Oppose (3/00) <b>Seek amendments (5/00)</b>	Senate Education Committee
SB 1564 - Karnette  Would modify the APLE program to increase the total loan assumption amount from \$11,000 to \$15,000 or \$20,000 after a participant completes 4 consecutive years of teaching in math or science (Last amended 3/23/00)	<b>Support (3/00)</b>	Senate Education Committee

SB 1575 - Murray  Would require the CCTC to develop a plan on the distribution of emergency permit holders	<b>Watch (5/00)</b>	Assembly Appropriations Committee
SB 1722 - Hayden  Would add recruitment and placement of immigrant professionals to the duties of CalTeach	<b>Watch (4/00)</b>	Assembly Higher Education Committee
SB 1796 - Alpert  Would add four voting members to the Commission with 2 appointments made by the Senate Rules Committee and 2 by the Speaker of the Assembly	<b>Watch (4/00)</b>	Failed passage in Assembly Education Committee- Reconsideration granted
SB 1938 - Speier  Would resurrect the Miller-Unruh Act of 1965 and make specified changes to the program	<b>Seek Amendments (5/00)</b>	Assembly Education Committee
SB 1976 - Solis  Would make technical, nonsubstantive changes to the findings and declarations section of the Paraprofessional Teacher Training Program	<b>Watch (4/00)</b>	Senate Rules Committee
SB 2039 - Alarcon  Would state legislative intent that every governing board of every school district be encouraged to make college guidance counseling available to all pupils beginning in grade 7	<b>Watch (4/00)</b>	Senate Rules Committee
SB 2073 - Alarcon  Would expand the Pre-Intern Program	<b>Seek Amendments (5/00)</b>	Assembly Education Committee

#### ASSEMBLY BILLS OF INTEREST TO CCTC

<b>Bill Number - Author Subject</b>	<b>Previous and Current CCTC Position (date adopted)</b>	<b>Status</b>
AB 1X - Villaraigosa and Strom-Martin  Would establish the Peer Assistance and Review Program for Teachers	<b>Seek Amendments (2/99)</b> CTC amendments adopted	Signed by the Governor-- Chaptered
AB 2X - Mazzoni and Cunneen  Would establish various programs related to reading and teacher recruitment	Support (2/99) <b>Seek Amendments (3/99)</b> CTC amendments adopted	Signed by the Governor-- Chaptered
AB 27X - Leach  Would require CCTC to conduct a validity study of the CBEST	Oppose Unless Amended (2/99) <b>Watch (3/99)</b> CTC amendments adopted	Signed by the Governor-- Chaptered
AB 31 - Reyes  Extends APLE Program to applicants who agree to provide classroom instruction in school districts serving rural areas	<b>Support (2/99)</b>	Signed by the Governor-- Chaptered
AB 108 - Mazzoni  Subject Matter Projects	<b>Support (2/99)</b>	Held in Senate Appropriations Committee
AB 192 - Scott  Would create the California Teacher Cadet Program	<b>Support (3/99)</b>	Vetoed by the Governor
AB 578 - Honda  Would require the SPI, in consultation with CCTC and	<b>Watch (4/99)</b>	Held in Senate Appropriations Committee

IHEs, to develop training requirements for teachers to ensure sufficient training on domestic violence recognition		
AB 609 - Wildman  Would allow school districts to use a braille instructional aide to provide braille instruction if the aide works under the direct supervision of a credentialed teacher who is enrolled in a program that will lead to a certificate to teach the visually impaired	Seek Amendments (3/00) <b>Support (5/00)</b>	Senate Appropriations Committee
AB 707 - House  Would set forth requirements for a services credential with a specialization in school psychology	<b>Seek Amendments (4/99)</b>	Senate Education Committee
AB 752 - Davis  Would create two new single subject teaching credentials in dance and in theatre <i>(Last amended 6/01/00)</i>	<b>Watch (4/99)</b>	Senate Education Committee
AB 899 - Alquist  Would make changes to the APLE program related to allowing applicants to be enrolled on a half-time basis and redistribution of unused warrants <i>(Last amended 1/3/00)</i>	<b>Support (5/99)</b>	Senate Education Committee
AB 908 - Alquist  Would require CCTC to adopt or revise standards to address gender equity	<b>Seek Amendments (4/99)</b>	Senate Appropriations Committee
AB 961 - Steinberg  Would create the Challenged School Teacher Attraction and Retention Act of 1999	<b>Support (4/99)</b>	Senate Education Committee
AB 1006 - Ducheny  Would establish a two-year pilot project to provide peer support and mentoring for school counselors	<b>Support (4/99)</b>	Senate Education Committee
AB 1059 - Ducheny  Would make various provisions in law related to CLAD training	Seek Amendments (4/99) <b>Support (9/99)</b>	Signed by the Governor--Chaptered
AB 1242 - Lempert  Would require CCTC to issue a California Preliminary (CAP) Credential to persons meeting certain requirements	Seek Amendments (4/99) Oppose (6/99) <b>Watch (9/99)</b>	Signed by the Governor--Chaptered
AB 1324 - Zettel  Would allow holders of Clinical Rehabilitative Services Credentials who have ten years of experience teaching in a mild/moderate classroom to continue in this assignment	Oppose unless amended (2/00) <b>Watch (3/00)</b> CTC amendments adopted	In Assembly for Concurrence
AB 1529 - Baldwin and Runner  Would allow IHEs who have received accreditation from any regional or national accrediting body recognized by the U.S. Department of Education to operate a teacher preparation program for purposes of California credentialing	<b>Oppose (12/99)</b>	Dropped by the author
AB 1710 - Ducheny  Would rename the California Mathematics Initiative for Teaching to the California Initiative for Teaching and would expand the program to include teachers of English language learners and science	<b>Watch (5/00)</b>	Senate Education Committee
AB 1892 - Steinberg	<b>Support (5/00)</b>	Senate

Would establish the California New Administrator Support Program to provide support for first and second-year administrators		Appropriations Committee
AB 1900 - Steinberg  Would state legislative intent to appropriate funds to low performing schools for the purpose of hiring a full-time, on-site staff person to provide support for all beginning teachers	<b>Watch (3/00)</b>	Held in Assembly Appropriations Committee
AB 1925 - Dickerson  Would create Special Education Program Recruitment and Expansion Programs to be administered by the CTC	<b>Seek Amendments (3/00)</b>	Held in Assembly Appropriations Committee
AB 1994 - Baldwin  Would allow IHEs located in California who have received accreditation from any regional or national accrediting body recognized by the U.S. Department of Education to operate a teacher preparation program for purposes of California credentialing	<b>Oppose (3/00)</b>	Hearing cancelled by the author
AB 2541 - Calderon  Would add four teachers to the number of voting members of CTC	<b>Watch (4/00)</b>	Dropped by the author
AB 2551 - Hertzberg  Would require CTC to waive CBEST exam fees if funds are made available in the Budget Act	<b>Approve (4/00)</b>	Senate Education Committee
AB 2590 - Campbell  Would create the California State Troops to Teachers Act	<b>Seek Amendments (4/00)</b> <b>Support (5/00)</b>	Held in Assembly Appropriations Committee
AB 2633 - Calderon  Would make technical, nonsubstantive changes to the CLAD provision in law	<b>Watch (4/00)</b>	Assembly First Reading
AB 2674 - Wayne  Would require Department of Veterans Affairs to conduct a study on veterans cemeteries (Last amended 5/4/00)	<b>Watch (4/00)</b>	Assembly First Reading
AB 2679 - Bock  Would make technical, nonsubstantive changes to the provisions in law related to BTSA	<b>Watch (4/00)</b>	Assembly First Reading



[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)



[CA Home Page](#)[Governor's Home Page](#)[About the Commission](#)[Credential Information](#)[Examination Information](#)[Coded Correspondence](#)[Credential Alerts](#)[Educational Standards](#)[Reports-on-Line](#)[Committee on Accreditation](#)[Troops to Teachers](#)[Other Sites of Interest](#)[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)

## California Commission on Teacher Credentialing

**Meeting of:**

July 12-13, 2000

**Agenda Item Number:**

LEG-2

**Committee:**

Legislative

**Title:**

Analyses of Bills of Interest to the Commission

✓ Action

**Prepared by:**Rod Santiago  
Legislative Liaison

### Bill Analysis California Commission on Teacher Credentialing

**Bill Number:** Assembly Bill 1827

**Authors:** Assembly Member Kerry Mazzoni

**Sponsor:** Assembly Member Kerry Mazzoni

**Subject of Bill:** Mathematics Staff Development

**Date Introduced:** February 3, 2000

**Last Amended:** May 26, 2000

**Status in Leg. Process:** Senate Appropriations Committee

**Current CTC Position:** None

**Recommended Position:** Support

**Date of Analysis:** June 26, 2000

**Analyst:** Rod Santiago and Linda Bond

### Summary of Current Law

Current law establishes the Standards-based Mathematics Development Act of 1998 (AB 2442, Mazzoni, Chapter 316 of 1998). The program is administered by the Department of Education which reimburses school districts and county offices of education for the fees and materials costs of teachers of grades 4 through 12 who take accredited college coursework in mathematics. Participating teachers must have a professional development plan that sets out the courses needed to become competent in mathematics. The reimbursement grants are capped at \$2,500 per teacher. To qualify for participation in the program, school districts

or county offices of education must employ teachers who are teaching mathematics outside the authorization of their credential or who teach in grades 4 through 6 but have not taken more than three college-level mathematics courses.

### Summary of Current Activity by the Commission

The Commission currently administers the California Mathematics Initiative for Teaching (AB 496, Lempert, Chapter 545 of 1998.) The program awards grants to school districts and county offices of education who submit local plans for increasing the number of certificated mathematics teachers. Teachers can receive funding for the purpose of paying for tuition, academic fees, and the cost of textbooks in courses or programs to meet state teacher preparation standards and earn a credential or supplementary authorization in mathematics.

### Analysis of Bill Provisions

AB 1827 would allow interns and pre-interns to participate in the Standards-based Mathematics Development Act of 1998 only in those years in which an appropriation is made in the annual Budget Act.

### Analysis of Fiscal Impact of Bill

This bill would have no known fiscal impact on the Commission.

### Analysis of Relevant Legislative Policies by the Commission

The following legislative guideline may apply to this measure:

**3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**

### Reason for Suggested Position

In extending state staff development resources for interns and pre-interns, this measure is consistent with the Commission's goals of insuring that all students are taught by qualified and caring educators and of coordinating reform efforts among various state agencies.

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## Bill Analysis California Commission on Teacher Credentialing

<b>Bill Number:</b>	<b>Senate Bill 1575</b>
<b>Authors:</b>	<b>Senator Kevin Murray</b>
<b>Sponsor:</b>	<b>Senator Kevin Murray</b>
<b>Subject of Bill:</b>	<b>Emergency Permits</b>
<b>Date Introduced:</b>	<b>February 18, 2000</b>
<b>Last Amended:</b>	<b>April 25, 2000</b>
<b>Status in Leg. Process:</b>	<b>Senate Appropriations Suspense File</b>
<b>Current CTC Position:</b>	<b>Watch</b>
<b>Recommended Position:</b>	<b>Watch</b>
<b>Date of Analysis:</b>	<b>June 26, 2000</b>
<b>Analyst:</b>	<b>Rod Santiago and Linda Bond</b>

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### Summary of Current Law

Current law authorizes the Commission on Teacher Credentialing to issue or renew emergency teaching permits if the applicant possesses a baccalaureate degree and some units in the subject to be taught from a regionally accredited institution of higher education.

## Summary of Current Activity by the Commission

The Commission completes an annual report on emergency permits. The 1997-98 Annual Report showed that the Commission issued 30,029 emergency permits for the year. Some districts requested and were issued emergency permits for over 20% of their total teaching staff.

Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) requires the Commission to annually report to the Legislature and Governor on the number of classroom teachers who received credentials, internships, and emergency permits in the previous fiscal year and to make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers.

## Analysis of Bill Provisions

Senate Bill 1575 would require the Commission on Teacher Credentialing, in consultation with a broadly representative and diverse advisory committee including representatives from the Office of the Secretary of Education, Department of Education, postsecondary institutions, schools, school districts, parents, and other interested parties, to develop a plan that requires a school district to address the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities as compared to schools that are not low-performing or not in low-income communities. The bill would require the plan to include information for those districts on how to access and utilize federal, state and local programs and address how best to establish long-term teacher recruitment and retention policies in the schools that have the greatest difficulty getting and retaining credentialed teachers.

The bill would require CCTC to distribute the plan to the appropriate legislative policy committees and the Governor no later than July 1, 2001.

## Analysis of Fiscal Impact of Bill

The potential cost to the Commission would be approximately \$32,000. Costs would include travel expenses and background materials for a twelve-member panel - meeting approximately three times, printing costs for the report, and the services of an outside consultant to advise and support the panel and Commission staff.

## Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may apply to this measure:

**1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**

**3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**

**7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.**

## Organizational Positions on the Bill

None known at this time.

## Reason for Suggested Position

This measure would continue to focus attention on the need for qualified teachers for all of California's students.

# California Commission on Teacher Credentialing

<b>Bill Number:</b>	<b>SB 1938</b>
<b>Authors:</b>	<b>Senator Jackie Speier</b>
<b>Sponsor:</b>	<b>Sponsored by the Author</b>
<b>Subject of Bill:</b>	<b>Remediation of Reading Difficulties</b>
<b>Date Introduced:</b>	<b>February 24, 2000</b> <b>Amended June 21, 2000</b>
<b>Status in Leg. Process:</b>	<b>Re-referred to Assembly Education</b>
<b>Current CTC Position:</b>	<b>Seek Amendments</b>
<b>Recommended Position:</b>	<b>Approve</b>
<b>Date of Analysis:</b>	<b>June 26, 2000</b>
<b>Analyst:</b>	<b>Marilyn Errett and Linda Bond</b>

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## Summary of Current Law

Current law authorizes the California Commission on Teacher Credentialing to set standards, approve programs, and issue the Reading and Language Arts Specialist Credential (24-30 semester units) and the new Reading Certificate (12-16 semester units). Current law also allows the Commission to issue a Restricted Specialist Teaching Credential in Reading to individuals who received the now extinct Miller-Unruh Reading Specialist Certificate (12 semester units and an exam) prior to the sunset date of the provision for that credential in 1987. These three specialist documents require a prerequisite basic teaching credential. To earn the Restricted Specialist Teaching Credential, individuals must hold the Miller-Unruh Reading Specialist Certificate, provide verification of experience, and apply to the Commission for the replacement Restricted Specialist Teaching Credential in Reading.

When the credential provisions of the Miller-Unruh Basic Reading Act sunsetted in 1987, the Commission lost its authority to issue Miller-Unruh Reading Specialist Certificates and holders of this certificate lost the authorization to teach based upon that certificate. (Thus the need for the Restricted Specialist Teaching Credential in Reading.) Funding for the Miller-Unruh grant program was continued. The grant program currently supports the services of 1,070 reading specialists in qualifying school districts and primarily targets students experiencing reading difficulties in grades K-6 with an emphasis on early intervention. The grant program is administered by the Department of Education.

## Summary of Current Activity by the Commission

The Commission has continuously issued Reading and Language Arts Specialist Credentials since 1970. In 1998, the Commission approved up-dated teacher education program standards for this credential. Reading and Language Arts Specialists are often employed in positions supported through the Miller-Unruh grant program. They are also employed in school districts to provide specialized services to students with reading difficulties, to offer instructional support to classroom teachers, to provide staff development in reading, and to offer district level in-put on the use and assessment of reading programs.

Because the Commission lost its authority to continue granting Miller-Unruh Reading Specialist Certificates, the Commission issued as many as three hundred waivers for the Reading and Language Arts Specialist Credential each year to enable school districts to continue offering services to struggling readers under the Miller-Unruh grant program. In 1996, the Commission sponsored SB 1568 (Dills) to create a new Reading Certificate. The Commission up-dated the teacher education program standards for the Reading and Language Arts Specialist Credentials; it also created teacher education program standards for the new Reading Certificate. The Reading Certificate standards form the first half of the program standards for the Reading and Language Arts Specialist Credential and include a clinical experience component. Currently, a panel of reading experts is working with Commission staff to approve new teacher education programs for the Reading Certificate and up-dated programs for the Reading and Language Arts Specialist Credential.

The Commission maintains the authority to issue the Restricted Specialist Teaching Credential in Reading for holders of the sunset Miller-Unruh Reading Specialist Certificate. This avenue was employed extensively by teachers in the late 1980s; however, in the past several years the Commission has issued no credentials under this option. The Commission does receive occasional inquiries about this option and therefore has kept this option open for prospective reading teachers.

### Analysis of Bill Provisions

Senate Bill 1938 is an urgency bill that resurrects the Miller-Unruh Basic Reading Act of 1965, adds provisions for the screening of K-2nd grade students who score below the 40th percentile on the reading portion of the Standardized Testing and Reporting Program (STAR), and requires local in-service programs for teachers to include a component on teaching strategies for specific learning disabilities that affect reading.

As amended SB 1938:

1. Specifies that school districts receiving state funds for this program employ holders of the Restricted Specialist Teaching Credential in Reading, the Reading and Language Arts Specialist Credential or the Commission's new Reading Certificate.
2. Requires that holders of the Restricted Specialist Credential in Reading verify either;
  - a.) three years of teaching experience including one year of employment in a reading specialist position within the last five years, or
  - b.) a passing score on the RICA performance assessment at the reading certificate level.
3. Expands the grant program for school districts to serve struggling readers by allowing school districts to use grant funds to hire reading specialists with state funds.
4. Requires that reading specialists, as a second priority after providing services to already identified struggling readers, screen all pupils scoring below the 40th percentile on the reading portion of the STAR
5. Specifies caseload in accordance with the Miller-Unruh Act.
7. Appropriates an unspecified amount of money to expand early intervention programs in reading.

### Analysis of Fiscal Impact

SB 1938 as amended no longer requires the Commission to employ or develop an examination for Reading Specialists. Therefore the fiscal impact of the bill would be negligible. If the Miller-Unruh reading intervention program is expanded by the Legislature, there may be a slight increase in the application workload of the Certification, Assignment, and Waivers Division.

### Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**
- 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

### Organizational Positions on the Bill

None currently indicated on this version of the bill.

## Suggested Amendments

The Commission previously took a position of "Seek Amendments" on SB 1938. The Commission's primary concern was to assure that the new Reading Certificate would not be inadvertently replaced by provisions of the Miller-Unruh Basic Reading Act. This concern has been addressed by the author in the amended version of the bill.

The Commission also asked that requirements for the Reading and Language Arts Specialist Credential and the Reading Certificate, such as three years of teaching experience, not be specified as employment criteria in order to avoid bureaucratic redundancy. The author addressed her concern about quality control by specifying that holders of the old Restricted Specialist Credential in Reading verify three years of experience including at least one year in the last five years as a reading specialist or pass the RICA at the Certificate level. While the requirement that holders of the Reading and Language Arts Specialist Credential and the Reading Certificate verify three years of teaching experience still remains in the bill, the author agreed that possession of the credential or the certificate could suffice to verify the experience. Should SB 1938 become law, the Commission can communicate to the field regarding this issue with a Credential Alert or a Coded Correspondence.

## Reason for Suggested Amendments

No amendments suggested.

The author has worked with staff to address the Commission's concerns. Staff recommends a position of Approve.



[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)  
[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)  
[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)



[CA Home Page](#)[Governor's Home Page](#)[About the Commission](#)[Credential Information](#)[Examination Information](#)[Coded Correspondence](#)[Credential Alerts](#)[Educational Standards](#)[Reports-on-Line](#)[Committee on Accreditation](#)[Troops to Teachers](#)[Other Sites of Interest](#)[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)

## California Commission on Teacher Credentialing

**Meeting of:**

July 12-13, 2000

**Agenda Item Number:**

LEG-3

**Committee:**

Legislative

**Title:**

How Legislative Bills Relate to the Budget

✓ Action

**Prepared by:**Rod Santiago  
Legislative Liaison

### How Legislative Bills Relate to the Budget

Staff will review the relationship between legislative bills and the budget.

[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)

[CA Home Page](#)[Governor's Home Page](#)[About the Commission](#)[Credential Information](#)[Examination Information](#)[Coded Correspondence](#)[Credential Alerts](#)[Educational Standards](#)[Reports-on-Line](#)[Committee on Accreditation](#)[Troops to Teachers](#)[Other Sites of Interest](#)[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)[Troops to Teachers](#) | [Other Sites of Interest](#)

## California Commission on Teacher Credentialing

### Meeting of:

July 12-13, 2000

### Agenda Item Number:

PERF-1

### Committee:

Performance Standards

### Title:

Annual Report on the California Basic Educational Skills Test (CBEST): July 1995-June 1999

✓ Action

### Prepared by:

Bob Carlson, Ph.D., Administrator  
Professional Services Division

## Summary of an Agenda Report

### Annual Report on the California Basic Educational Skills Test (CBEST)

July 1995-June 1999

Professional Services Division

June 27, 2000

### Overview of this Report

The Commission has a responsibility to periodically assemble, interpret, and publish the results of examinations it uses to verify the qualifications of prospective educators. Passage of the California Basic Educational Skills Test (CBEST), which measures basic proficiency in English reading, mathematics, and writing, has been a requirement for nearly all credentials, certificates, and permits issued by the Commission since February 1, 1983. The draft report entitled *Annual Report on the California Basic Educational Skills Test (CBEST), July 1995-June 1999* that follows this agenda report (as [Attachment to PERF-1](#)) provides descriptive information about the CBEST, as well as information about the development, administration, and scoring of the exam. The report presents preparation and demographic data about CBEST examinees from July 1995 to June 1999, and provides information about their performance (i.e., passing rates) on the exam. In addition, historical cumulative CBEST passing rates are presented, as well as the results of an analysis of relationships between examinee background factors and CBEST performance.

### Relationship to the Commission's Strategic Goals and Objectives

*Goal One:* To promote educational excellence in California schools.

*Objective One:* Develop candidate and program standards.

*Objective Two:* Develop and administer teacher assessments.



## Fiscal Impact Statement

The costs of preparing the report are supported from the agency's base budget.

## Recommendation

Staff recommends that the Commission accept the draft report entitled *Annual Report on the California Basic Educational Skills Test (CBEST), July 1995-June 1999*, and authorize staff to finalize it and make it available to interested parties.

## Background

The Commission issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public schools. Passage of the California Basic Educational Skills Test (CBEST), which measures basic proficiency in English reading, mathematics, and writing, has been a requirement for nearly all credentials, certificates, and permits since February 1, 1983. The CBEST has been administered under the aegis of the Commission since its initial administration in December 1982.

The Commission has a responsibility to periodically assemble, interpret, and publish the results of the examinations it uses to verify the qualifications of prospective educators. Such reports enable the Commissioners and their diverse constituents to ascertain the effectiveness of the examinations and their impact on the overall system of teacher preparation in California. The publishing of reports on examination results is a public service strongly related to the Commission's function as the education licensing body in California.

From the inception of the CBEST through the 1991-92 testing year, the Commission issued annual reports of CBEST results. This report is the first since the 1991-92 report. Staff expects to continue preparing annual CBEST reports describing the preparation, demographics, and performance of CBEST examinees.

The draft report entitled *Annual Report on the California Basic Educational Skills Test (CBEST), July 1995-June 1999* that follows this agenda report (as [Attachment to PERF-1](#)) provides descriptive information about the CBEST, as well as information about the development, administration, and scoring of the exam. It presents preparation and demographic data about CBEST examinees, and provides information about their performance (i.e., passing rates) on the exam. In addition, historical cumulative CBEST passing rates are presented, as well as the results of an analysis of relationships between examinee background factors and CBEST performance.

Staff recommends that the Commission accept the draft report and authorize staff to finalize it and make it available to interested parties.

## ATTACHMENT TO PERF-1

### **California Commission on Teacher Credentialing**

**Meeting of  
July 12 - 13, 2000**

**AGENDA ITEM**     **PERF - 1**  
**Number:**

**Committee:**       **Performance Standards**

**TITLE:**            **Annual Report on the California Basic Educational Skills Test  
(CBEST), July 1995-June 1999**

**The attached draft report entitled *Annual Report on the California Basic Educational Skills Test (CBEST), July 1995-June 1999* is an attachment to**

[Click Here for Table of Contents](#)

**DRAFT**  
**Annual Report**  
**on the California Basic Educational Skills Test**  
**(CBEST)**

**July 1995 - June 1999**



**Sacramento, California**  
**July 2000**

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**DRAFT**  
**Annual Report**  
**on the California Basic Educational Skills Test**  
**(CBEST)**

**July 1995 - June 1999**

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## California Commission on Teacher Credentialing

**State of California**  
**Gray Davis, Governor**

**July 2000**

### **Members of the Commission**

Torrie Norton, Chairperson	Teacher
Jane Veneman, Vice Chairperson	Teacher
Alan D. Bersin, Administrator	Elementary School Teacher
Melodie Blowers	School Board Member
Chellyn Boquiren	Teacher
Dr. Carolyn L. Ellner	Faculty Member
Scott Harvey	Public Representative
Carol Katzman	Office of the Superintendent of Public Instruction
Helen Lee	Public Representative
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Doris Miner	School Counselor
Nancy Zarenda	Teacher

### **Ex Officio Members**

Dr. Carol Bartell	Association of Independent Colleges and Universities
Elizabeth Graybill	California Postsecondary Education Commission
Dr. Joyce Justus	University of California Regents
Dr. Bill Wilson	California State University

### **Executive Officer**

Sam W. Swofford, Ed.D.	Executive Director
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## **Table of Contents**

### **List of Tables and Figures**

### **Acknowledgments**

### **Executive Summary**

### **Part 1: Background Information and Overview**

### **Part 2: Description, Development, Administration, and Scoring of the CBEST**

Description of the CBEST

Development of the CBEST

Administration of the CBEST

Scoring of the CBEST

**Part 3: Preparation and Demographic Data for CBEST Examinees and Passing Rates**

Nature of and Caveats About the Data

The Use of Cohorts in the Analyses

Preparation and Demographic Data Passing Rates

**Part 4: An Analysis of the Association Between Examinee Background Factors and CBEST Performance**

**Appendices**

A: CBEST Description and Writing Score Scale (from the annual CBEST Registration Bulletin)

B: CBEST Score Information Flyer and Sample CBEST Score Reports

**List of Tables and Figures**

**Table 1:** Number of CBEST Examinees and Test Sections Administered (July 1995-June 1999)

**Table 2:** CBEST Completion Rates by Annual Program Cohort (July 1995-June 1999)

**Table 3:** Preparation and Demographic Data for CBEST Participants (July 1995-June 1999)

**Table 4:** Cumulative CBEST Passing Rates (July 1995-June 1999)

**Table 5:** First-Time CBEST Passing Rates (July 1995-June 1999)

**Table 6:** Cumulative and First-Time CBEST Passing Rates by Test Section (July 1995-June 1999)

**Table 7:** CBEST Passing Rates by Examinee Attempt (July 1995-June 1999)

**Figure 1:** Cumulative CBEST Passing Rates (December 1982-June 1999)

**Table 8:** Percentage of Variations in Highest CBEST Scores Associated With Examinee Educational and Demographic Background Factors

**Table 9:** Specific Background Factors Used in the Regression Analysis Summarized in Table 8

**Acknowledgments**

This report is the product of many people's efforts over several months. Great appreciation is extended to those who contributed to the development of this report, both at the Commission and at National Evaluation Systems, Inc. (NES). At the Commission, Diane Tanaka contributed to decisions about the data analyses, as well as the format and content of the report. Diane and Judy Oster developed most of the data tables and provided useful suggestions and comments about drafts of the report. Steve Lang-Gunn and Meg Hart at NES served as valuable technical advisors, performed the data analyses, and reviewed drafts. Whatever positive qualities this report may have are due in large measure to the people mentioned above; the first author takes responsibility for any errors.

# **Annual Report on the California Basic Educational Skills Test (CBEST)**

**July 1995 - June 1999**

## **Executive Summary**

The California Commission on Teacher Credentialing issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public schools. Passage of the California Basic Educational Skills Test (CBEST), which measures basic proficiency in English reading, mathematics, and writing, has been a requirement for nearly all credentials, certificates, and permits issued since February 1, 1983. The CBEST has been administered under the aegis of the Commission since its initial administration in December 1982.

From the inception of the CBEST through the 1991-92 testing year, the Commission issued annual reports of CBEST results. This report is the first since the 1991-92 report. The Commission expects to continue issuing annual CBEST reports describing the preparation, demographics, and performance of CBEST examinees.

This report provides descriptive information about the CBEST, as well as information about the development, administration, and scoring of the exam. It presents preparation and demographic data about CBEST examinees, and provides information about their performance (i.e., passing rates) on the exam. In addition, historical cumulative CBEST passing rates are presented, as well as the results of an analysis of the relationship between examinee background factors and CBEST performance.

## **Description and Administration of the CBEST**

The CBEST consists of three sections: the Reading Section, the Mathematics Section, and the Writing Section. Each section assesses basic skills and concepts that are important in performing the job of an educator in California. The CBEST is administered six times per year in multiple sites in California, as well as outside of California, which facilitates the recruitment of out-of-state teachers. At each CBEST administration, examinees can take one, two, or three sections of the test (their choice) during a four-hour testing session. No test section is timed.

The annual number of CBEST examinees has fluctuated widely from year to year in recent years, ranging from 68,220 in 1995-96 to 103,023 in 1996-97. In 1996-97, the introduction of the Class-Size Reduction Program in Grades K-3 throughout California probably caused much of the increase in the total number of examinees in relation to the prior year. Since then, the total number of examinees has decreased, but in 1998-99, the most recent year included in this report, there was a total of 87,012 examinees. Nearly all (98%) of the examinees from July 1995 through June 1999 have taken (but not necessarily passed) each of the three CBEST sections at least once. Ninety-four percent took all three sections the first time they took the CBEST.

## **Summary of Preparation and Demographic Data for CBEST Examinees**

Throughout the report, data are provided for annual cohorts of examinees depending on when they initially took the CBEST. Most of the report focuses on examinees in the four most recent cohorts: 1995-96, 1996-97, 1997-98, and 1998-99. The preparation and demographic data presented are self-reported by examinees. When candidates register for the CBEST, they are asked to use a machine-readable registration form to answer background questions about themselves, which are included in the Registration Bulletin. Because these are self-reported data, they may not be entirely accurate. The most recent data for each examinee are used for all analyses.

### **Preparation Data**

Most of the CBEST examinees (66%) in the four most recent cohorts reported having completed two or three high school literature courses, and 37% reported having completed two or three high school writing courses. Forty percent reported Algebra II and/or Geometry

as their highest mathematics course in high school, and over one-third (37%) reported that they completed at least Trigonometry but not Calculus in high school. Almost three-fourths (73%) reported high school grade point averages of at least 3.0. Six percent of the examinees reported high school grade point averages below 2.5 (i.e., C+ or less). Two-thirds (68%) of the examinees completed all of their high school education in California.

In college, the majority (57%) of the examinees completed a Speech course and/or a Debate/Forensics course. Almost half (48%) reported that the highest college mathematics course they completed was Probability/Statistics or Calculus. About 11 percent completed no college mathematics courses. Almost two-thirds (63%) reported undergraduate college grade point averages of 3.0 or higher.

Almost 58% of the examinees reported having a bachelor's degree or a bachelor's degree and additional credits. About 28% had not yet earned a bachelor's degree, but about 14% reported having at least a master's degree. Thirty-seven percent reported currently attending college or graduate school, while 33% indicated it has been three years or less since they attended.

Three-fourths (75%) of all CBEST examinees take the exam prior to enrolling in professional preparation programs. Few candidates (8%) reported taking any special CBEST test preparation courses or tutorials. Most of these are probably candidates who did not pass on their first or subsequent attempts.

Demographic Data

Forty percent of the CBEST candidates in the four most recent cohorts reported being employed, but not in a school position. Another 23 percent reported being students. About half (51%) of the candidates reported that they were taking the CBEST to earn a teaching credential, including 32 percent who were seeking a credential to teach in elementary school and 18 percent who were seeking a credential to teach in secondary school. About one-third (34%) report taking the CBEST for full- or part-time employment or to substitute teach.

Almost two-thirds (64%) of the CBEST examinees reported that their fathers had completed at least some college, and slightly less (61%) reported that their mothers had completed at least some college. English was reported as the best language of nearly all (94%) candidates. Two-thirds (67%) of the candidates were female, and just under two-thirds (64%) reported that "White (non-Hispanic)" best describes their ethnic background.

Passing Rates

The table below provides a summary of the cumulative and first-time passing rates on the total CBEST and on each CBEST section for the four most recent cohorts combined. These data are discussed below.

Summary of Passing Rates on the CBEST: July 1995 - June 1999

	Cumulative Passing Rates		First-Time Passing Rates	
	N	% Passed	N	% Passed
Total CBEST	223,991	87.0	214,901	72.6
Reading Section	228,202	88.2	228,202	82.8
Mathematics Section	227,387	85.6	227,387	78.7
Writing Section	225,406	84.0	225,406	77.0

Cumulative Passing Rates, 1995 - 99

Cumulative passing rates reflect the fact that participants have multiple opportunities to pass the exam. Cumulative passing rates are defined as the number of participants who have



passed the CBEST divided by the number of participants who have taken all sections of the exam (completers). Overall, 87 percent of the completers in the four most recent cohorts combined have passed the CBEST. This percentage will almost certainly increase somewhat as each of the four cohorts (but especially the most recent 1998-99 cohort) has more opportunities to pass.

An analysis of the cumulative passing rates on the basis of several preparation variables suggests that passing rates are related to preparation. In terms of high school preparation, participants with at least two literature or writing courses, or at least one oral language course, pass at higher rates than those without that coursework. The higher the mathematics course completed, the higher the passing rate. Higher grades in high school are also associated with higher passing rates. A similar pattern of cumulative passing rates is seen in relation to college preparation. Those with college English courses pass at higher rates than those with no college English courses, and the higher the undergraduate college grade point average, the higher the passing rate. The relatively small number of CBEST participants whose highest educational level completed is high school or lower division college pass at a lower cumulative rate than others who completed more education.

In terms of the demographic variables, cumulative passing rates differ little among participants on the basis of their reason for taking the CBEST or the type of credential sought. Passing rates do vary somewhat on the basis of mothers' and fathers' highest educational levels. For both mothers and fathers, the higher the level of the parent's education, the higher the participant passing rate. Participants who report that their best language of communication is English pass at a substantially higher rate than those who report another language as their best. This is not surprising because all three sections of the CBEST require basic literacy skills in English, as required by law.

There is not much difference in the passing rates of females and males, but there are differences in passing rates among ethnic groups. Relatively high cumulative passing rates have been achieved by participants who described themselves as White (non-Hispanic); Native American, American Indian, or Alaskan Native; and Asian American. Lower passing rates were earned by those who described themselves as African American or Black; Southeast Asian American; or Filipino. Much of the ethnic group differences in passing rates may be attributable to differences in academic preparation, including preparation variables on which data have not been collected. Results of regression analyses, summarized below, show that, taken as sets, *educational* background factors are more strongly associated with CBEST performance than *demographic* background factors.

### First-Time Passing Rates, 1995 - 99

First-time passing rates show the success rates of candidates on their first complete attempt at passing the CBEST. First-time passing rates are defined as the number of participants who passed the CBEST after taking all three sections at their first administration divided by the number of participants who took all three sections at their first administration (first-time completers). The first-time passing rates are lower than the cumulative passing rates because candidates who do not pass the CBEST on their first attempt can retake any section of the exam as many times as necessary to pass. Overall, almost 73 percent of the first-time completers in the 1995-96 through 1998-99 cohorts combined passed the CBEST the first time they attempted it.

In general, the relationships between cumulative passing rates and the preparation and demographic variables (discussed above) are replicated for the first-time passing rates. In the first-time passing rates, however, the difference between the highest and lowest passing rates of candidate subgroups within a variable is typically greater, sometimes much greater, than it is in the cumulative passing rates. For example, the difference in the *first-time* passing rates between candidates with the highest and candidates with the lowest high school grade point averages is 28.2 percent. The difference in *cumulative* passing rates between those two subgroups of candidates is only 13.3 percent. These findings suggest that the preparation and demographic variables reported are less of a factor in cumulative passing rates than they are in first-time passing rates. To a large extent, with multiple opportunities to improve their skills and retake the exam, many candidates overcome any initial skill deficits they may have.

### Cumulative and First-Time Passing Rates for Each CBEST Section, 1995-99

For each of the three CBEST sections (Reading, Mathematics, Writing), cumulative passing rates are defined as the number of participants who passed a section divided by the number

of participants who attempted the section. The first-time passing rates are defined as the number of participants who passed a section on their initial attempt divided by the number of participants who attempted the section.

Overall, CBEST examinees in the most recent cohorts have been most successful on the Reading section, then the Mathematics section, then the Writing section, both first-time and cumulatively. The differences in passing rates on the Reading and the Writing sections, however, are small: 4 percent cumulatively and 6 percent first-time.

### **Passing Rates by Examinee Attempt, 1995-99**

Examinees may take as many sections of the CBEST as they wish at each administration they attend, and their highest score on each section is used to calculate their total score. Data on passing rates by number of attempts show that perseverance pays off. At each subsequent attempt, additional candidates pass the exam, continually increasing the cumulative passing rate. First-attempt success rates, however, are greater than success rates for repeaters. The first, second, and third attempts account for a significant amount of the cumulative passing rates, which level off after the third attempt. As shown above, first-time passing rates vary by section. A larger proportion of candidates drop out (i.e., don't try again after not passing) of the Writing Section than drop out of the other two sections, and they drop out earlier, after fewer attempts.

### **Cumulative Passing Rates for the Total CBEST and for Each CBEST Section, 1982-1999**

From December 1982 (the initial administration of the CBEST) through June 1999, cumulative CBEST passing rates have been remarkably stable. For each cohort, the total CBEST and the Reading Section cumulative passing rates have stayed within a narrow range from about 87 percent to 91 percent. Cumulative passing rates on the Mathematics and Writing Sections have ranged from about 82 percent to 88 percent. The total CBEST cumulative passing rate across all of these cohorts has been 89 percent.

### **The Association Between Examinee Background Factors and CBEST Performance**

In an effort to understand more clearly the relationships between examinees' background characteristics and their performance on the CBEST, the Commission completed a multiple regression analysis. The regression analysis addresses the variations that have occurred in examinees' actual CBEST scores, not their pass/fail status, and examines these score variations in relation to the variations in self-reported educational and demographic background factors. Regression analysis can show how much each background factor, or set of background factors, is statistically associated with the variations in examinees' scores. Regression analysis is a correlational examination of available data, and not an experimental study of causes and effects. For this analysis, each examinee's highest score (on the total CBEST and on each section) was analyzed in relation to two sets of background factors: (a) background factors that are primarily educational (e.g., grade point average, coursework), and (b) background factors that are primarily demographic (e.g., gender, ethnicity). Data on these background factors were obtained from examinee registration forms.

The most notable finding of this analysis is that neither the educational characteristics nor the demographic characteristics contributed to large portions of the variations in CBEST scores. Altogether, the educational and demographic variations among examinees accounted for less than one-third of the variations in total CBEST scores and section scores. Within the limited extent to which the background factors were related to CBEST performance, a second notable finding is that the educational characteristics of examinees consistently accounted for more of the variations in CBEST scores than did the examinees' demographic characteristics. In the total CBEST scores as well as each set of CBEST section scores, the examinees' educational backgrounds were substantially more related to their CBEST scores than were their demographic characteristics. This finding suggests that increased educational efforts could lead to improved performances for some examinees who do not pass on their first attempt, and that demographic differences are less significant as bases for anticipating one's CBEST results.



# **Annual Report on the California Basic Educational Skills Test (CBEST)**

**July 1995 - June 1999**

## **Part 1 Background Information and Overview**

The California Commission on Teacher Credentialing issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public schools. California Education Code Section 44252(b), added to the code in 1981, established proficiency in basic reading, writing, and mathematics as a requirement for nearly all credentials, certificates, and permits, effective February 1, 1983. The California Basic Educational Skills Test (CBEST) was developed as a means of verifying that candidates for such credentials have the basic skills in English reading, writing, and mathematics that have been found to be important for the jobs of teaching, counseling, and administering educational programs. The CBEST has been administered under the aegis of the Commission since its initial administration in December 1982.

In addition to the California licensing requirement described above, there are three other reasons why individuals take the CBEST. First, pursuant to Education Code Section 44830, passage of the CBEST may be required as a condition of employment for certificated individuals who (a) have not had to pass the CBEST previously (e.g., were certificated prior to 1983) and (b) have not been employed in a certificated position in any school district within 39 months prior to the new employment. Second, Education Code Section 44252(f) requires that applicants to Commission-accredited credential programs take (but not necessarily pass) the CBEST prior to admission to a program. Third, in July 1984 the Oregon Teacher Standards and Practices Commission selected the CBEST as an initial licensure requirement for teachers, personnel specialists, and administrators. Prospective educators in Oregon and California can take the CBEST for either California or Oregon purposes.

From the inception of the CBEST through the 1991-92 testing year, the Commission issued annual reports of CBEST results. This report is the first since the 1991-92 report. The Commission expects to continue issuing annual CBEST reports describing the preparation, demographics, and performance of examinees taking the CBEST for California purposes.

[Part 2](#) of this report provides descriptive information about the CBEST, as well as information about the development, administration, and scoring of the exam. [Part 3](#) presents preparation and demographic data about examinees who initially took any section of the CBEST from July 1995 through June 1999, and provides information about their performance (i.e., passing rates) on the exam through June 1999. In addition, historical cumulative CBEST passing rates are presented, as well as the results of an analysis of relationships between examinee background factors and CBEST performance.

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## **Part 2**

### **Description, Development, Administration, and Scoring of the CBEST**

This part of the report includes a description of the CBEST and provides information about its development, administration, and scoring.

#### **Description of the CBEST**

The CBEST is designed to measure basic proficiency in English reading, mathematics, and writing, and consists of three sections: the Reading Section, the Mathematics Section, and the Writing Section. Each section, described below, assesses basic skills and concepts that are important in performing the job of an educator in California. Sample test questions are

included in the annual CBEST Registration Bulletin.

## Reading Section

The CBEST Reading Section consists of 50 multiple-choice questions: 40 "scorable" questions used to determine a candidate's score, and 10 "nonscorable" questions that are being field-tested and are not used to determine a candidate's score. The questions assess the candidate's ability to comprehend information presented in written passages, tables, and graphs. The materials used in the test vary in level of difficulty and complexity and are drawn from a variety of fields. None of the questions require outside knowledge as all are related to a particular passage, table, or graph and can be answered on the basis of the information provided.

Two major skill areas are covered: (a) critical analysis and evaluation and (b) comprehension and research skills. Approximately 30 percent of the questions assess critical analysis and evaluation skills, and approximately 70 assess comprehension and research skills. The specific reading skills eligible for testing are listed in [Appendix A](#).

## Mathematics Section

Like the CBEST Reading Section, the Mathematics Section consists of 50 multiple-choice questions: 40 "scorable" and 10 "nonscorable." The questions require the candidate to solve mathematical problems, and most are presented as word problems. The questions assess skills in three major areas: (a) estimation, measurement and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the questions are from skill area (a) above, 45 percent from skill area (b), and 25 percent from skill area (c). The specific mathematics skills eligible for testing are listed in [Appendix A](#). Examinees are not allowed to use calculators<sup>1</sup>.

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<sup>1</sup> Prior to August 1995, the Mathematics Section included more basic skills in geometry and algebra than it has since then. Test data show that the difficulty of earning a passing score on the Mathematics Section did not change as a result of this change in math content.

## Writing Section

The Writing Section of the CBEST assesses the candidate's ability to write effectively. Candidates are provided two essay topics and are to write a response to each. One of the topics requires a written analysis of a specific situation or statement; the other asks the candidate to write about a personal experience. Examinees are not expected to demonstrate specialized knowledge of any topic in their responses. Additional information about the Writing Section is provided in [Appendix A](#).

## Development of the CBEST

The legislation that established the CBEST as a licensing requirement directed the Superintendent of Public Instruction, with assistance from the Commission (then known as the Commission for Teacher Preparation and Licensing) and an Advisory Board, to (a) adopt an appropriate standardized examination to measure teacher candidates' proficiency in basic reading, writing, and mathematics skills, and (b) set the minimum passing scores. After such a test was adopted, the Commission was to be responsible for the administration and continued development of the exam.

After an unsuccessful attempt to identify an appropriate extant exam, a contract to develop a new exam was awarded to Educational Testing Service (ETS) through a competitive bidding process. The development of the CBEST included the appointment of the Advisory Board; definition of the primary skill areas to be tested; test item writing and review for relevance to the specified skill areas; field-testing; a validity study focusing on the accuracy, fairness, clarity, and job relevance of each test item; bias reviews; standard-setting studies; and the determination of minimum passing scores by the Superintendent of Public Instruction. This work, which began in late 1981 and was completed by early 1983, is well documented elsewhere<sup>2</sup>.

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<sup>2</sup> Office of Program Evaluation and Research, California State Department of Education (June 1983). California Basic Educational Skills Test: A Documentation of the

Implementation of AB 757: Teacher Proficiency Law. Sacramento, Author. Wheeler, P., & Elias, P. (1983). California Basic Educational Skills Test: Field Test and Validity Study Report. Report prepared by the Educational Testing Service, Berkeley, California, for the California State Department of Education and the Commission on Teacher Credentialing.

Additional CBEST development work has occurred on a fairly regular basis since the exam's first administration in December 1982. New test items have been developed and reviewed by contractors, reviewed by committees of California educators, and field-tested before being added to the item pool and used on operational test forms. Additional validity studies, bias reviews, and standard-setting studies have also been conducted since the initial CBEST development.

### Administration of the CBEST

From December 1982 (the initial administration) through June 1995, ETS administered the CBEST as a contractor for the Commission. Since July 1995, the CBEST has been administered for the Commission by another contractor: National Evaluation Systems, Inc. (NES). The current contract with NES expires on June 30, 2001, at which time a new contract will be secured (via a competitive bidding process) for continued administration.

Since July 1985, the CBEST has been administered six times per year, on Saturdays, in multiple areas throughout California. NES currently administers the CBEST in approximately 35 test sites in 25 areas across California, ranging from Arcata in the north to the Imperial Valley in the south.

NES also administers the CBEST outside of California, which facilitates the recruitment of out-of-state teachers. Because Oregon has also established the CBEST as a requirement for educator licensure, candidates in Oregon have the opportunity to take the examination six times per year. Approximately 400 prospective teachers take the CBEST each year in Oregon for California purposes. In April of each year, NES administers the CBEST in Atlanta, Austin, Chicago, Denver, and New York to approximately 650 people interested in teaching in California. Each June, NES administers the CBEST to approximately 200 teachers participating in Teach for America's summer institute in Houston, Texas. Opportunities to take the CBEST overseas are also available through two additional programs. NES administers the exam once each year to approximately 200 prospective teachers in the Philippines. Finally, members of the U. S. military services in Europe and Asia, as well as the continental United States, who are preparing to transition into a career in education, may arrange to take the CBEST through a support program called Defense Activity for Non-Traditional Education Support (DANTES). About ten individuals a year take advantage of this opportunity.

Until July 1995, each section of the CBEST was timed. Examinees were given approximately one hour to complete each section. In addition, first-time examinees (i.e., those who had never taken the CBEST before) were required to take all three sections on the same day, and repeaters had to take all sections they had not previously passed each time they took the test. Beginning in July 1995, these restrictions were removed. Now, candidates are given four hours to complete their choice of one, two, or all three sections of the test. No test section is timed. First-time examinees are no longer required to attempt all three sections on one testing date, and repeaters can take any section(s) they choose.

Alternative testing arrangements are available for individuals who cannot take the examination on Saturday due to religious convictions and for individuals who have disabilities. These arrangements include accommodations such as an alternative testing day, additional time, separate testing rooms, special seating arrangements, enlarged-print exam books, large-block answer sheets, sign language interpreters, and colored overlays.

Table 1 on the next page provides the number of CBEST examinees and test sections administered for the last four testing years<sup>3</sup>. These data, like all data in this report, include all examinees who took the CBEST for California purposes, either within or outside California. For each testing year, the total number of examinees is given, as

<sup>3</sup> A testing year is from July 1 through June 30; for example, the 1997-98 testing year includes all CBEST administrations from July 1, 1997, through June 30, 1998.

Table 1: Number of CBEST Examinees and Test Sections Administered

Test Year	Total Number of Examinees	Total Number of Test Sections Administered		
		Reading	Mathematics	Writing
1998-99	87,012	71,408	73,260	68,933
1997-98	92,601	75,422	78,230	72,629
1996-97	103,023	86,596	87,234	82,243
1995-96	68,220	57,130	56,135	52,760

well as the total number of each CBEST section administered (i.e., taken by examinees). These data are sums of the data for each of the six administrations during a year. Thus, examinees who took the CBEST on more than one occasion during a year are counted each time they took the test.

Table 1 indicates that the total numbers of CBEST examinees have fluctuated widely from year to year in recent years. In 1996-97, the introduction of the Class-Size Reduction Program in Grades K-3 throughout California suddenly increased the need for teachers, and probably caused much of the 51 percent increase in the total number of examinees in relation to the prior year. Since then, the total number of examinees has decreased, but in 1998-99, it was still almost 28 percent higher than in 1995-96. It should be noted, however, that CBEST examinee volumes have frequently increased and declined during the 17 years the exam has been administered.

### Scoring of the CBEST

The Reading and Mathematics Sections of the CBEST consist entirely of multiple-choice questions, which are machine-scored. A raw score for each of these sections is calculated by totaling the number of questions answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores, as described below.

The Writing Section consists of two topics; candidates are to compose an essay for each topic. Responses are evaluated by California and Oregon educators who are specifically trained to apply the scoring criteria uniformly. Factors considered during scoring include rhetorical force, organization, support and development, usage, structure and conventions, and appropriateness. Using a holistic scoring rubric (Writing Score Scale in Appendix A), two scorers independently evaluate each essay, assigning a score of 1 to 4. If the two scorers assign scores that differ by more than one point, the essay is scored by a third scorer who is not informed of the previous two scores. If the third scorer assigns a score that matches one of the scores assigned by the first or second scorer, the candidate receives that score doubled. If the third scorer assigns a score that is different from the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous scores, scores the essay, and the candidate receives the Chief Reader's score doubled. The scores for both essays are summed, yielding a Writing Section raw score that can range from a low of 4 to a high of 16. The raw score is then converted to a scaled score, as described below.

Although all test forms of the CBEST measure the same basic skills, each test form contains different questions. Because one test form may be slightly more difficult or slightly easier than another, it is necessary to convert the raw scores to a scale that takes into account differences in the difficulty of test questions. Regardless of the particular test form used, or the particular administration at which the test is taken, equal scaled scores represent essentially the same level of basic skill mastery. The scaled scores used for reporting CBEST results range from a low of 20 to a high of 80 for each of the three sections of the test.

A partially-compensatory passing score model is used to determine a candidate's passing status on the CBEST. The model is based on the following scaled scores:

- a minimum score for each section of 37,
- a passing score for each section of 41, and
- a passing score for the total test of 123.

To pass the CBEST, candidates must either (a) earn at least the passing score (41) on each section *or* (b) earn at least the minimum score (37) on each section *and* at least the passing score (123) for the total test. With this passing score model, a high score on one section can compensate for a lower score on another section, as long as the lower score is not below the minimum score. The highest score achieved on each section, no matter when it is earned, is used to compute an examinee's total CBEST score. Examinees who obtain a passing score on a section are not required to take that section again, but may repeat it to try and achieve the total test passing score.

Individual score reports are mailed to examinees approximately four weeks after the test date. The score report shows the scores on all test sections taken at the most recent administration. It also includes the highest score earned by the examinee on each section to date and, if the candidate has not passed, the report also shows the scores from previous test administrations. To help candidates who do not pass prepare to retake the CBEST, the report provides information about the candidate's performance on the major skill areas measured in each test section. For the Writing Section, notes regarding the areas in which improvement is needed are provided if the examinee did not meet the minimum passing standard. Passing candidates receive a Permanent Passing Status Verification Card, and two copies of the card. Each candidate also receives a CBEST Score Information Flyer that provides information about interpreting the score report. [Appendix B](#) contains a copy of the Score Information Flyer and examples of CBEST score reports (for fictional candidates). The Commission receives CBEST scores in electronic format from NES. Examinees can also request that their scores be sent to colleges and universities.

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## Part 3

### Preparation and Demographic Data for CBEST Examinees and Passing Rates

This part of the report provides preparation and demographic data and passing rates for CBEST examinees. The data focus on candidates who took the CBEST for the first time from July 1995 through June 1999 and include:

- completion rates;
- preparation and demographic information;
- cumulative and first-time passing rates, on the total CBEST and on each CBEST section; and
- passing rates by number of attempts, on the total CBEST and on each CBEST section.

In addition, cumulative passing rates, on the total CBEST and on each CBEST section through June 1999, are provided for all candidates who took the CBEST since its initial administration in December 1982 through June 1998.

The data presented are for all candidates who have taken the CBEST for California purposes, regardless of where they took the CBEST. Individuals who took the CBEST for Oregon purposes are not included in the data.

#### Nature of and Caveats About the Data

The data in this report are of two kinds. Passing rate data are based on examinee test scores. Preparation and demographic data are self-reported by examinees. When candidates register for the CBEST, they are asked to use a machine-readable registration form to answer background questions about themselves, which are included in the Registration Bulletin. Most candidates respond to some, if not all, of these questions. The machine-scanning and data entry processes are virtually 100 percent accurate. In interpreting these data, however, it is important to remember that (a) in spite of efforts to make the questions as self-explanatory as possible, some candidates may misinterpret them; (b) candidates may



decide not to respond to some questions; (c) candidate responses may be incomplete or inaccurate; and (d) it is not possible for the Commission or its contractor to verify the accuracy of the self-reported data provided by candidates.

As described in more detail below, this report provides both cumulative and first-time passing rates on the CBEST. Cumulative passing rates take into account that candidates can take the exam as many times as necessary to pass. Candidates who do not pass on their first attempt can eventually pass, and their success is reflected in the cumulative passing rates. During the period from their first attempt to their final attempt, however, some characteristics of examinees, such as their highest educational level completed or their reason for taking the CBEST, may change. Throughout this report, the *most recent* preparation and demographic data available for each candidate (i.e., the information from the examinee's latest registration form) are used.

The consistent use of the most recent preparation and demographic data allows comparisons between first-time and cumulative passing rates within specific subgroups of candidates. For example, the report shows that for those candidates who were enrolled in a professional preparation program at the time of their last CBEST attempt, 63 percent passed on their first attempt but 86 percent passed the exam cumulatively over time. When reviewing the first-time passing rates, readers should keep in mind that the preparation and demographic data do not necessarily describe the candidates at the time they first took the CBEST. Rather, they describe the candidates at the most recent time they took the CBEST.

To illustrate this point, consider a candidate who initially takes the CBEST when she is not yet enrolled in a teacher preparation program. She fails on her first attempt and continues to take the exam two more times before passing it. When she passes the CBEST, she is enrolled in a teacher preparation program. In this report, for both first-time passing rates and cumulative passing rates, she would always be included in the subgroup called "Enrolled in a Professional Preparation Program."

## The Use of Cohorts in the Analyses

The data in this report are presented for annual cohorts of CBEST examinees. Each examinee is assigned to an annual *program* cohort based on the testing year in which the examinee first took any section of the CBEST. These program cohorts are used to present completion rates (Table 2), preparation and demographic information (Table 3), cumulative and first-time passing rates on the total CBEST (Tables 4 and 5, Figure 1), and passing rates by attempt on the total CBEST (the first section of Table 7). In addition, each examinee is assigned to up to three annual *section* cohorts, one for each CBEST section the examinee has taken (i.e., Reading, Mathematics, Writing), based on the testing year in which the examinee first took that section. These section cohorts are used to present cumulative and first-time passing rates on each CBEST section (Table 6, Figure 1), and passing rates by attempt on each CBEST section (the remaining sections of Table 7). Program and section cohort assignments do not change over time; examinees remain in their respective cohorts for this and future reports.

For example, assume a candidate first attempts the CBEST in April 1997, and on that date takes only two sections: Reading (which she passes) and Writing (which she fails). In August 1998, she retakes the Writing Section and takes the Mathematics Section for the first time. This candidate would be assigned to the following cohorts for the data provided in this (and future) reports:

- 1997-98 Program Cohort (because this is the year in which she first took any section of the CBEST);
- 1997-98 Reading Section Cohort (because this is the year in which she first took the Reading Section);
- 1997-98 Writing Section Cohort (because this is the year in which she first took the Writing Section); and
- 1998-99 Mathematics Section Cohort (because this is the year in which she first took the Mathematics Section).

Table 2 shows CBEST completion rates for each of the four most recent program cohorts, 1995-96 through 1998-99, separately and combined. Completion is defined as having taken (but not necessarily passed) each of the three CBEST sections at least once. Ninety-four percent of the CBEST examinees in these cohorts took all three CBEST sections the first time they took the test. Only about 2 percent had not taken all three sections by June 30,

1999. Note that the percentage of examinees who have completed all three sections by June 30, 1999, decreases from one cohort to the next cohort. This is because the earlier the cohort, the more opportunities examinees in that cohort have to complete the test.

**Table 2: CBEST Completion Rates by Annual Program Cohort  
(July 1995-June 1999)**

Annual Program Cohort	Total N	Completed All First Time Took Test		Completed All by June 30, 1999	
		N	%	N	%
1995-99 Combined	228,738	214,901	94.0	223,991	97.9
1998-99	57,035	53,683	94.1	55,047	96.5
1997-98	59,936	56,193	93.8	58,761	98.0
1996-97	69,427	65,247	94.0	68,399	98.5
1995-96	42,340	39,778	93.9	41,784	98.7

Table 2 shows that the candidate in the example described above is unusual because nearly all candidates take all three CBEST sections the first time they take the CBEST. For these candidates, each of their program and section cohort assignments are for the same year.

### Preparation and Demographic Data

On the next four pages, Table 3 provides preparation and demographic information about candidates who took the CBEST for the first time from July 1995 through June 1999. Data are provided separately for the four most recent annual program cohorts and for those four cohorts combined. The data in Table 3 come from the registration form completed by candidates when they register to take the CBEST. As explained above, the table reflects the most current information available for each candidate; that is, information from the most recent registration form completed by the candidate. The table displays the distribution (number and percentage) of examinees in terms of several preparation (e.g., college grade point average) and demographic (e.g., gender) variables. Because, as discussed earlier, the preparation and demographic data in Table 3 are self-reported data, caution should be exercised when making conclusions about the data, especially conclusions about passing rates of subgroups of examinees (in Tables 4 and 5).

**Table 3: Preparation and Demographic Data for CBEST Participants (July 1995-June 1999)**

	Four Cohorts Combined		1998-99 Cohort		1997-98 Cohort		1996-97 Cohort		1996-97 Cohort	
	N	%	N	%	N	%	N	%	N	%
All Participants	228,738	100.0	57,035	100.0	59,936	100.0	69,427	100.0	42,340	100.0
<b>Number and Types of High School English Courses <sup>1</sup></b>										
At Least Two Literature Courses	150,627	65.9	36,225	63.5	40,084	66.9	46,240	66.6	28,078	66.3
At Least Two Writing Courses	84,979	37.2	19,809	34.7	22,434	37.4	26,732	38.5	16,004	37.8

At Least One Oral Language Course	72,077	31.5	16,583	29.1	19,096	31.9	22,778	32.8	13,620	32.2
Only One Literature Course and/or Only One Writing Course	38,514	16.8	10,800	18.9	9,750	16.3	11,063	15.9	6,901	16.3
Did Not Respond	7,394	3.2	2,088	3.7	1,873	3.1	2,110	3.0	1,323	3.1

### Highest Level of High School Mathematics Completed

Algebra I	18,891	8.3	4,703	8.2	5,058	8.4	5,681	8.2	3,449	8.1
Algebra II and/or Geometry	91,984	40.2	22,619	39.7	23,909	39.9	28,190	40.6	17,266	40.8
Trigonometry, Analytic Geometry, Pre-calculus, and/or Prob./Stats.	83,792	36.6	20,542	36.0	22,141	36.9	25,569	36.8	15,540	36.7
Calculus	30,830	13.5	7,755	13.6	8,124	13.6	9,253	13.3	5,698	13.5
Did Not Respond	3,241	1.4	1,416	2.5	704	1.2	734	1.1	387	0.9

### High School Grade Point Average

From 3.5 Through 4.0	77,086	33.7	19,848	34.8	20,108	33.5	23,270	33.5	13,860	32.7
From 3.0 Through 3.49	88,910	38.9	21,857	38.3	23,414	39.1	27,221	39.2	16,418	38.8
From 2.5 Through 2.99	48,656	21.3	11,882	20.8	12,690	21.2	14,765	21.3	9,319	22.0
Below 2.5	12,575	5.5	3,062	5.4	3,295	5.5	3,722	5.4	2,496	5.9
Did Not Respond	1,511	0.7	386	0.7	429	0.7	449	0.6	247	0.6

### Amount of High School Education Completed in California

All	155,627	68.0	38,378	67.3	40,654	67.8	47,069	67.8	29,526	69.7
Some But Not All	8,094	3.5	1,895	3.3	2,085	3.5	2,577	3.7	1,537	3.6
None	64,850	28.4	16,717	29.3	17,150	28.6	19,732	28.4	11,251	26.6
Did Not Respond	167	0.1	45	0.1	47	0.1	49	0.1	26	0.1

### Number and Types of College English Courses <sup>1</sup>

At Least Two Literature Courses	86,151	37.7	20,897	36.6	22,318	37.2	26,572	38.3	16,364	38.6
At Least Two Writing Courses	71,246	31.1	17,536	30.7	18,734	31.3	21,839	31.5	13,137	31.0
At Least One Oral Language Course	129,539	56.6	31,865	55.9	33,907	56.6	39,466	56.8	24,301	57.4
Only One Literature Course and/or Only One Writing Course	52,678	23.0	13,747	24.1	13,813	23.0	15,585	22.4	9,533	22.5
No College English Courses	5,244	2.3	1,164	2.0	1,511	2.5	1,629	2.3	940	2.2
Did Not Respond	2,805	1.2	720	1.3	779	1.3	832	1.2	474	1.1

<sup>1</sup> Categories are not mutually exclusive. Literature courses include American, English, and World Literature. Writing courses include Journalism, Written Composition, and Creative Writing. Oral Language courses include Speech and Debate/Forensics.

Table 3: Preparation and Demographic Data for CBEST Participants (July 1995-June 1999)  
(continued)

	Four Cohorts Combined	1998-99 Cohort	1997-98 Cohort	1996-97 Cohort	1995-96 Cohort
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	N	%	N	%	N	%	N	%	N	%
<b>Highest Level of College Mathematics Completed</b>										
General Math, Algebra, and/or Trigonometry	72,438	31.7	18,273	32.0	18,947	31.6	21,607	31.1	13,611	32.1
Probability/Statistics and/or Calculus	110,610	48.4	27,949	49.0	29,228	48.8	33,566	48.3	19,867	46.9
Linear Algebra/Abstract Algebra	20,912	9.1	5,079	8.9	5,232	8.7	6,325	9.1	4,276	10.1
No College Mathematics Courses	24,072	10.5	5,546	9.7	6,298	10.5	7,753	11.2	4,475	10.6
Did Not Respond	706	0.3	188	0.3	231	0.4	176	0.3	111	0.3
<b>Undergraduate College Grade Point Average</b>										
From 3.5 Through 4.0	48,035	21.0	12,461	21.8	12,827	21.4	14,154	20.4	8,593	20.3
From 3.0 Through 3.49	96,625	42.2	24,198	42.4	25,441	42.4	29,319	42.2	17,667	41.7
From 2.5 Through 2.99	68,119	29.8	16,520	29.0	17,523	29.2	21,017	30.3	13,059	30.8
Below 2.5	14,286	6.2	3,418	6.0	3,666	6.1	4,432	6.4	2,770	6.5
Did Not Respond	1,673	0.7	438	0.8	479	0.8	505	0.7	251	0.6
<b>Highest Educational Level Completed</b>										
High School/Lower Division College	9,498	4.2	3,058	5.4	2,537	4.2	2,300	3.3	1,603	3.8
Upper Division College	55,354	24.2	15,692	27.5	14,844	24.8	14,533	20.9	10,285	24.3
Bachelor's Degree	76,574	33.5	18,004	31.6	20,320	33.9	24,265	35.0	13,985	33.0
Bachelor's Degree + Additional Credits	55,332	24.2	12,363	21.7	14,026	23.4	18,219	26.2	10,724	25.3
Master's Degree	15,272	6.7	3,842	6.7	3,947	6.6	4,813	6.9	2,670	6.3
More Than Master's Degree	16,282	7.1	3,934	6.9	4,174	7.0	5,182	7.5	2,992	7.1
Did Not Respond	426	0.2	142	0.2	88	0.1	115	0.2	81	0.2
<b>Years Since Attended College/Graduate School</b>										
Currently Attending	83,424	36.5	22,297	39.1	22,110	36.9	22,690	32.7	16,327	38.6
Less Than 1 year	38,221	16.7	9,257	16.2	10,371	17.3	11,426	16.5	7,167	16.9
1-3 years	37,315	16.3	8,574	15.0	9,863	16.5	11,737	16.9	7,141	16.9
4-10 years	31,836	13.9	7,911	13.9	8,227	13.7	10,331	14.9	5,367	12.7
More Than 10 Years	37,588	16.4	8,892	15.6	9,288	15.5	13,129	18.9	6,279	14.8
Did Not Respond	354	0.2	104	0.2	77	0.1	114	0.2	59	0.1
<b>Professional Preparation</b>										
Not Enrolled in a Professional Preparation Program (PPP)	171,711	75.1	43,467	76.2	44,956	75.0	52,295	75.3	30,993	73.2
Enrolled in a PPP	27,829	12.2	6,402	11.2	7,130	11.9	8,143	11.7	6,154	14.5
Completed a PPP	27,497	12.0	6,680	11.7	7,424	12.4	8,471	12.2	4,922	11.6
Did Not Respond	1,701	0.7	486	0.9	426	0.7	518	0.7	271	0.6

**Table 3: Preparation and Demographic Data for CBEST Participants (July 1995-June 1999)**

	Four Cohorts Combined		1998-99 Cohort		1997-98 Cohort		1996-97 Cohort		1995-96 Cohort	
	N	%	N	%	N	%	N	%	N	%
<b>Taken CBEST Preparation Course(s)/Tutorial(s)</b>										
Yes	17,935	7.8	3,621	6.3	4,687	7.8	5,826	8.4	3,801	9.0
No	210,606	92.1	53,361	93.6	55,194	92.1	63,544	91.5	38,507	90.9
Did Not Respond	197	0.1	53	0.1	55	0.1	57	0.1	32	0.1
<b>Current Employment Status</b>										
Student	51,382	22.5	13,609	23.9	13,600	22.7	13,895	20.0	10,278	24.3
Working as a Teacher in a School	22,748	9.9	5,868	10.3	6,488	10.8	6,620	9.5	3,772	8.9
Working as a School/Dist. Admin.	1,386	0.6	387	0.7	370	0.6	364	0.5	265	0.6
Working in Another School Role	26,559	11.6	6,546	11.5	6,940	11.6	7,935	11.4	5,138	12.1
Employed, but not in a School Role	90,456	39.5	21,835	38.3	23,586	39.4	28,914	41.6	16,121	38.1
Unemployed Outside the Home	31,665	13.8	7,440	13.0	7,796	13.0	10,477	15.1	5,952	14.1
Did Not Respond	4,542	2.0	1,350	2.4	1,156	1.9	1,222	1.8	814	1.9
<b>Reason for Taking CBEST</b>										
For Teaching Credential	116,459	50.9	29,450	51.6	31,238	52.1	34,077	49.1	21,694	51.2
For Services Credential	4,463	2.0	1,073	1.9	1,120	1.9	1,171	1.7	1,099	2.6
For Full-/Part-time or Substitute Employment	77,618	33.9	18,878	33.1	20,010	33.4	25,096	36.1	13,634	32.2
For Admission to a Professional Preparation Program	17,552	7.7	4,371	7.7	4,407	7.4	5,102	7.3	3,672	8.7
Other	5,120	2.2	1,282	2.2	1,370	2.3	1,551	2.2	917	2.2
Did Not Respond	7,526	3.3	1,981	3.5	1,791	3.0	2,430	3.5	1,324	3.1
<b>Type of Credential Sought</b>										
Elementary Teaching	73,293	32.0	18,275	32.0	19,565	32.6	22,641	32.6	12,812	30.3
Secondary Teaching	40,601	17.8	10,109	17.7	10,465	17.5	11,311	16.3	8,716	20.6
Teaching Adults	2,468	1.1	588	1.0	628	1.0	718	1.0	534	1.3
Teaching Limited English Proficient Students	1,647	0.7	312	0.5	420	0.7	503	0.7	412	1.0
Teaching Special Education Students	6,232	2.7	1,667	2.9	1,732	2.9	1,560	2.2	1,273	3.0
Administrative Services/School Counseling	6,752	3.0	1,710	3.0	1,766	2.9	1,791	2.6	1,485	3.5
Emergency/Substitute Teaching	62,256	27.2	15,361	26.9	16,075	26.8	19,887	28.6	10,933	25.8
Other Credential or Permit	3,362	1.5	857	1.5	884	1.5	937	1.3	684	1.6
Not Now Seeking Credential or Permit	19,660	8.6	4,986	8.7	5,140	8.6	6,104	8.8	3,430	8.1
Did Not Respond	12,467	5.5	3,170	5.6	3,261	5.4	3,975	5.7	2,061	4.9

**Table 3: Preparation and Demographic Data for CBEST Participants (July 1995-June 1999)**  
(continued)

	Four Cohorts Combined		1998-99 Cohort		1997-98 Cohort		1996-97 Cohort		1995-96 Cohort	
	N	%	N	%	N	%	N	%	N	%
<b>Father's Highest Educational Level Completed</b>										
High School Diploma or Less	73,014	31.9	18,348	32.2	18,923	31.6	22,134	31.9	13,609	32.1
Some College	49,055	21.4	12,338	21.6	12,898	21.5	14,791	21.3	9,028	21.3
Bachelor's Degree or Higher	97,577	42.7	24,029	42.1	25,682	42.8	29,873	43.0	17,993	42.5
Did Not Respond	9,092	4.0	2,320	4.1	2,433	4.1	2,629	3.8	1,710	4.0
<b>Mother's Highest Educational Level Completed</b>										
High School Diploma or Less	83,339	36.4	20,676	36.3	21,524	35.9	25,495	36.7	15,644	36.9
Some College	64,692	28.3	16,049	28.1	17,059	28.5	19,513	28.1	12,071	28.5
Bachelor's Degree or Higher	74,850	32.7	18,858	33.1	19,763	33.0	22,687	32.7	13,542	32.0
Did Not Respond	5,857	2.6	1,452	2.5	1,590	2.7	1,732	2.5	1,083	2.6
<b>Best Language</b>										
English	215,416	94.2	53,778	94.3	56,442	94.2	65,571	94.4	39,625	93.6
Spanish	6,765	3.0	1,529	2.7	1,804	3.0	2,008	2.9	1,424	3.4
Other	5,849	2.6	1,510	2.6	1,526	2.5	1,654	2.4	1,159	2.7
Did Not Respond	708	0.3	218	0.4	164	0.3	194	0.3	132	0.3
<b>Gender</b>										
Female	154,007	67.3	38,970	68.3	40,731	68.0	46,414	66.9	27,892	65.9
Male	73,325	32.1	17,682	31.0	18,830	31.4	22,607	32.6	14,206	33.6
Did Not Respond	1,406	0.6	383	0.7	375	0.6	406	0.6	242	0.6
<b>Ethnicity</b>										
African American or Black	14,380	6.3	3,399	6.0	3,684	6.1	4,451	6.4	2,846	6.7
Asian American	10,754	4.7	2,979	5.2	2,814	4.7	3,058	4.4	1,903	4.5
Filipino	4,884	2.1	1,742	3.1	1,184	2.0	1,296	1.9	662	1.6
Southeast Asian American	2,960	1.3	733	1.3	835	1.4	849	1.2	543	1.3
Pacific Island American	599	0.3	174	0.3	152	0.3	171	0.2	102	0.2
Mexican American or Chicano	22,736	9.9	5,767	10.1	6,015	10.0	6,529	9.4	4,425	10.5
Latino, Latin American, Puerto Rican, or Other Hispanic	12,586	5.5	3,077	5.4	3,431	5.7	3,694	5.3	2,384	5.6
Native American, American Indian, or Alaskan Native	1,717	0.8	400	0.7	446	0.7	529	0.8	342	0.8
White (non-Hispanic)	145,259	63.5	35,347	62.0	37,845	63.1	45,168	65.1	26,899	63.5

Other	10,028	4.4	2,658	4.7	2,791	4.7	2,833	4.1	1,746	4.1
Did Not Respond	2,835	1.2	759	1.3	739	1.2	849	1.2	488	1.2

Among the four annual program cohorts in [Table 3](#), the 1996-97 cohort is the largest. This is consistent with the data in [Table 1](#) showing the number of examinees per year, and is probably a result of California's Class-Size Reduction Initiative. The two subsequent cohorts are smaller, but not as small as the 1995-96 cohort. With only a few exceptions, discussed below, the data for each cohort are quite similar. Therefore, most of the following discussion focuses on the four cohorts combined.

### Preparation Data

Most of the CBEST examinees (66%) reported having completed two or three of the following courses in high school: American Literature, English Literature, and/or World Literature. Fewer (37%) reported having completed two or three of the following high school writing courses: Journalism, Written Composition, and/or Creative Writing. The largest group of examinees (40%) reached Algebra II and/or Geometry in their high school mathematics curriculum, and over one-third (37%) reached at least Trigonometry but not Calculus. Almost three-fourths (73%) reported high school grade point averages of at least 3.0. Six percent of the examinees reported high school grade point averages below 2.5 (i.e., C+ or less). The CBEST is likely to be challenging for students whose average grades were C+ or lower, especially if they earned poor grades in English and/or mathematics classes. Two-thirds (68%) of the examinees completed all of their high school education in California.

In college, the majority (57%) of the examinees in these four cohorts completed a Speech course and/or a Debate/Forensics course. Fewer (38%) reported having completed two or three college courses among American Literature, English Literature, and/or World Literature, and 31% reported having completed two or three of the following college courses: Journalism, Written Composition, and/or Creative Writing. Almost half (48%) reported that the highest college mathematics course they completed was Probability/Statistics or Calculus. Most of the others (32%) reported that their highest level of college math coursework was General Mathematics, Algebra, or Trigonometry. About 11 percent completed no college mathematics courses. Almost two-thirds (63%) reported undergraduate college grade point averages of 3.0 or higher.

Almost 58% of the examinees reported having earned a bachelor's degree or a bachelor's degree and additional credits. About 28% had not yet earned a bachelor's degree, but about 14% reported having at least a master's degree. The 1996-97 cohort reported slightly higher educational levels than the other cohorts. For the four cohorts combined, the largest group (37%) reported currently attending college or graduate school, while 33% indicated it has been three years or less since they attended. Compared to the other cohorts, fewer examinees in the 1996-97 cohort reported that they were currently attending college or graduate school, and more reported that it had been over ten years since they attended. These differences in highest educational level and years since attended college or graduate school suggest that in the 1996-97 cohort, the largest of the four, there were more second-career prospective teachers and/or more individuals interested in substitute teaching. Most of these examinees were probably seeking permits for emergency or substitute teaching. In fact, a total of 62,256 examinees (27% of all examinees) took the CBEST to earn emergency permits or substitute teaching permits during the four years from 1995-96 through 1998-99.

[Table 3](#) shows that three-fourths (75%) of all CBEST examinees take the exam prior to enrolling in professional preparation programs. The Commission and the postsecondary institutions in California urge prospective teachers and other educators to take the CBEST as early as possible so they can either meet the requirement or address any skills that may need to be improved. The one-fourth (24%) of the CBEST examinees who reported that they either were enrolled in a professional preparation program or had completed such a program probably includes individuals who took but did not pass the CBEST prior to being admitted into a program. These candidates would have continued taking the CBEST as they participated in their professional preparation programs. The programs, however, focus on pedagogical and professional skills, and presume proficiency in basic reading, writing, and mathematics skills. Institutions offer basic skills instruction and resource personnel, but

these are usually not available in the curricula of professional preparation programs. Finally, few candidates (8%) reported taking any special CBEST test preparation courses or tutorials. Most of these were probably candidates who did not pass on their first or subsequent attempts.

## Demographic Data

In terms of their current employment status, the largest group of CBEST candidates (40%) reported being employed, but not in a school position. Another 23 percent reported being students. About half (51%) of the candidates reported that they were taking the CBEST to earn a teaching credential, including 32 percent who were seeking a credential to teach in elementary school and 18 percent who were seeking a credential to teach in secondary school. About one-third (34%) report taking the CBEST for full- or part-time employment or to substitute teach.

Almost two-thirds (64%) of the CBEST examinees in the four cohorts reported that their fathers had completed at least some college, and slightly less (61%) reported that their mothers had completed at least some college. English was reported as the best language of nearly all (94%) candidates. Two-thirds (67%) of the candidates were female, and just under two-thirds (64%) reported that "White (non-Hispanic)" best describes their ethnic background. Hispanic examinees (i.e., those who reported that Mexican American, Chicano, Latino, Latin American, Puerto Rican, or Other Hispanic best describes their ethnic background) represent the second largest group (15%), followed by Asian examinees (i.e., those who selected Asian American, Asian, Filipino, Southeast Asian American, or Southeast Asian) at 8 percent, and African American examinees at 6 percent. The population of candidates who take the CBEST is substantially less diverse in ethnic background than the population of students attending California's K-12 schools.

## Passing Rates

A variety of CBEST passing rate data are provided below for 1995-1999, including:

- cumulative passing rates for the CBEST;
- first-time passing rates for the CBEST;
- cumulative and first-time passing rates for each CBEST section; and
- passing rates by attempt, on the total CBEST and on each CBEST section.

In addition, cumulative passing rates, on the total CBEST and on each CBEST section through June 1999, are provided for all candidates who have taken the CBEST since its initial administration in December 1982 through June 1998.

As mentioned earlier, because the preparation and demographic data are self-reported data, caution should be exercised when making conclusions regarding passing rates of specific subgroups of examinees.

## Cumulative Passing Rates, 1995-99

Cumulative passing rates reflect the fact that participants have multiple opportunities to pass the exam. Cumulative passing rates are defined as the number of participants who have passed the CBEST (i.e., earned a total CBEST score of at least 123 with no section score less than 37) divided by the number of participants who have taken all sections of the exam (completers). On the next four pages, [Table 4](#) provides cumulative passing rates for the 1995-96 through the 1998-99 annual program cohorts combined and for each cohort separately. The number of completers and the percentage of them who have passed the CBEST through June 30, 1999, are provided for all completers and for subgroups of completers based on preparation and demographic variables. As shown earlier in [Table 2](#), of the 228,738 participants in the four cohorts, 223,991 (98%) are completers.

Caution should be exercised when evaluating the cumulative passing rates for the 1998-99 cohort by itself, or when comparing its passing rates to the passing rates of the other cohorts. The data presented in [Table 4](#) include CBEST administrations through June 1999. Unlike participants in the earlier cohorts, participants in the 1998-99 cohort have had minimal opportunities to retake and subsequently pass the exam by the end of the reporting period (June 30, 1999). In fact, the participants who took the exam for the first time in June 1999 had *no* opportunity to retake it prior to June 30, 1999, if they did not pass. Therefore, cumulative passing rates for the 1998-99 cohort should be seen as preliminary results.

In nearly every case, the more opportunities a cohort has had to take and pass the CBEST (i.e., the earlier the cohort), the higher the cumulative passing rates. Many candidates who do not pass the CBEST on their first attempt can and do pass upon subsequent attempts.

Overall, 87 percent of the completers in the 1995-96 through 1998-99 cohorts combined have passed the CBEST. This percentage is expected to increase somewhat as each of the four cohorts (but especially the most recent 1998-99 cohort) has more opportunities to pass the exam.

An analysis of the cumulative passing rates on the basis of several preparation variables suggests that passing rates are related to preparation. In terms of high school preparation, participants with at least two literature or writing courses, or at least one oral language course, pass at higher rates than those without that coursework. The higher the mathematics course completed, the higher the passing rate. Higher grades in high school are also associated with higher passing rates. Almost 93 percent of those

Table 4: Cumulative CBEST Passing Rates (July 1995-June 1999) <sup>1</sup>

	Four Cohorts Combined		1998-99 Cohort <sup>2</sup>		1997-98 Cohort		1996-97 Cohort		1995-96 Cohort	
	N	% Passed	N	% Passed	N	% Passed	N	% Passed	N	% Passed
All Completers	223,991	87.0	55,047	80.7	58,761	87.6	68,399	89.4	41,784	90.6
Number and Types of High School English Courses <sup>3</sup>										
At Least Two Literature Courses	148,863	89.9	35,521	85.0	39,633	90.5	45,860	91.6	27,849	92.7
At Least Two Writing Courses	83,963	89.1	19,422	83.8	22,163	89.6	26,486	91.0	15,892	91.6
At Least One Oral Language Course	71,017	87.5	16,192	82.1	18,809	87.8	22,525	89.6	13,491	90.1
Only One Literature Course and/or Only One Writing Course	37,067	80.4	10,132	71.6	9,409	81.2	10,774	84.3	6,752	86.3
Highest Level of High School Mathematics Completed										
Algebra I	18,078	74.3	4,372	64.2	4,862	75.0	5,498	77.9	3,346	80.5
Algebra II and/or Geometry	90,045	86.1	21,791	79.0	23,427	86.7	27,782	88.7	17,045	90.0
Trigonometry, Analytic Geometry, Pre-calculus, and/or Prob./Stats.	82,577	90.1	20,052	84.7	21,824	90.4	25,308	92.3	15,393	93.0
Calculus	30,276	90.4	7,560	87.5	7,973	90.8	9,115	91.5	5,628	92.1
High School Grade Point Average										
From 3.5 Through 4.0	76,017	92.7	19,401	88.8	19,848	93.3	23,031	94.2	13,737	94.8
From 3.0 Through 3.49	87,046	86.4	21,105	79.5	22,931	86.9	26,825	89.0	16,185	90.4
From 2.5 Through 2.99	47,318	81.1	11,284	72.2	12,377	82.0	14,492	84.2	9,165	86.0
Below 2.5	12,175	79.4	2,899	69.6	3,196	79.7	3,622	83.0	2,458	85.3
Number and Types of College English Courses <sup>3</sup>										
At Least Two Literature Courses	85,008	88.6	20,419	83.1	22,034	89.0	26,329	90.6	16,226	91.9
At Least Two Writing Courses	70,177	86.6	17,098	80.1	18,457	87.1	21,611	89.1	13,011	90.2



At Least One Oral Language Course	127,139	86.5	30,797	79.5	33,321	87.1	38,992	89.0	24,029	90.3
Only One Literature Course and/or Only One Writing Course	51,194	86.1	13,128	79.4	13,465	87.2	15,242	88.7	9,359	89.9
No College English Courses	5,030	82.2	1,091	77.2	1,450	82.8	1,579	83.5	910	85.4

- <sup>1</sup> The data in this table are for CBEST completers: participants who have taken each CBEST section at least once.
- <sup>2</sup> Participants in 1998-99 cohort have had minimal or no opportunity to retake the exam within the reporting period, which has the effect of lowering their cumulative passing rates.
- <sup>3</sup> Categories are not mutually exclusive. Literature courses include American, English, and World Literature. Writing courses include Journalism, Written Composition, and Creative Writing. Oral Language courses include Speech and Debate/Forensics.

Table 4: Cumulative CBEST Passing Rates (July 1995-June 1999) <sup>1</sup>  
(continued)

	Four Cohorts Combined		1998-99 Cohort <sup>2</sup>		1997-98 Cohort		1996-97 Cohort		1995-96 Cohort	
	N	% Passed	N	% Passed	N	% Passed	N	% Passed	N	% Passed
Highest Level of College Mathematics Completed										
General Math, Algebra, and/or Trigonometry	70,408	83.6	17,390	75.7	18,456	84.3	21,171	86.8	13,391	88.1
Probability/Statistics and/or Calculus	108,915	89.3	27,237	83.9	28,790	89.9	33,208	91.5	19,680	92.4
Linear Algebra/Abstract Algebra	20,448	86.0	4,908	79.4	5,116	86.2	6,214	88.3	4,210	90.0
No College Mathematics Courses	23,541	87.3	5,337	82.4	6,174	87.8	7,634	88.5	4,396	90.3
Undergraduate College Grade Point Average										
From 3.5 Through 4.0	47,306	92.9	12,150	90.0	12,651	93.0	13,994	94.1	8,511	94.8
From 3.0 Through 3.49	94,799	88.6	23,406	82.8	24,996	89.3	28,945	91.0	17,452	91.7
From 2.5 Through 2.99	66,442	82.7	15,836	73.7	17,104	83.5	20,634	85.9	12,868	87.8
Below 2.5	13,847	77.1	3,244	66.2	3,557	77.0	4,338	81.7	2,708	83.0
Highest Educational Level Completed										
High School/Lower Division College	9,009	78.1	2,821	71.0	2,415	78.8	2,217	81.1	1,556	85.7
Upper Division College	54,084	87.2	15,021	78.1	14,539	88.2	14,330	91.3	10,194	93.5
Bachelor's Degree	75,150	87.0	17,522	82.2	19,936	87.3	23,896	88.9	13,796	89.7
Bachelor's Degree + Additional Credits	54,313	87.1	11,977	81.7	13,789	87.7	17,956	88.8	10,591	89.6
Master's Degree	14,981	87.5	3,726	83.0	3,884	87.8	4,753	89.4	2,618	89.9
More Than Master's Degree	16,046	90.5	3,844	86.0	4,117	91.4	5,136	92.4	2,949	91.6

Years Since Attended College/Graduate School

Currently Attending	81,655	87.5	21,382	78.8	21,685	88.0	22,409	91.2	16,179	93.1
Less Than 1 year	37,642	88.5	9,049	83.7	10,219	88.8	11,290	90.4	7,084	91.2
1-3 years	36,605	86.4	8,332	81.6	9,697	87.2	11,538	87.9	7,038	88.2
4-10 years	31,034	84.8	7,603	80.1	8,023	84.8	10,137	86.9	5,271	87.5
More Than 10 Years	36,726	87.2	8,585	82.2	9,070	88.2	12,915	88.9	6,156	88.8

<sup>1</sup> The data in this table are for CBEST completers: participants who have taken each CBEST section at least once.

<sup>2</sup> Participants in 1998-99 cohort have had minimal or no opportunity to retake the exam within the reporting period, which has the effect of lowering their cumulative passing rates.

Table 4: Cumulative CBEST Passing Rates (July 1995-June 1999) <sup>1</sup>  
(continued)

	Four Cohorts Combined		1998-99 Cohort <sup>2</sup>		1997-98 Cohort		1996-97 Cohort		1995-96 Cohort	
	N	% Passed	N	% Passed	N	% Passed	N	% Passed	N	% Passed
Professional Preparation										
Not Enrolled in a Professional Preparation Program (PPP)	168,233	87.2	42,007	81.2	44,105	87.6	51,534	89.7	30,587	90.6
Enrolled in a PPP	27,220	85.7	6,103	76.2	6,989	85.7	8,033	88.6	6,095	91.4
Completed a PPP	26,903	87.6	6,475	82.2	7,261	89.6	8,331	88.8	4,836	89.8
Taken CBEST Preparation Course(s)/Tutorial(s)										
Yes	17,235	77.4	3,331	69.0	4,517	76.0	5,659	80.3	3,728	82.1
No	206,564	87.8	51,666	81.5	54,189	88.6	62,685	90.2	38,024	91.4
Reason for Taking CBEST										
For Teaching Credential	113,825	86.2	28,270	78.8	30,605	86.8	33,535	89.1	21,415	90.7
For Services Credential	4,389	88.8	1,037	83.7	1,109	89.8	1,155	90.2	1,088	91.2
For Full-/Part-time or Substitute Employment	76,322	87.8	18,424	83.0	19,659	88.6	24,768	89.6	13,471	90.0
For Admission to a PPP	17,241	90.8	4,209	85.3	4,344	90.6	5,049	93.2	3,639	93.8
Other	4,892	83.5	1,206	79.7	1,301	82.2	1,510	85.6	875	87.2
Type of Credential Sought										
Elementary Teaching	71,582	85.7	17,482	77.2	19,120	86.5	22,318	88.9	12,662	90.5
Secondary Teaching	39,924	89.4	9,816	83.4	10,320	89.7	11,153	91.6	8,635	92.8
Teaching Adults	2,375	78.7	544	70.2	610	77.5	702	80.9	519	85.7
Teaching Limited English Proficient Students	1,576	83.5	294	78.2	397	79.6	481	86.5	404	87.6
Teaching Special Education Students	6,070	83.0	1,592	76.1	1,697	83.4	1,529	85.5	1,252	88.2



Administrative Services/School Counseling	6,605	84.1	1,638	77.7	1,734	84.7	1,768	85.9	1,465	88.3
Emergency/Substitute Teaching	61,309	89.0	15,018	84.9	15,850	89.5	19,635	90.8	10,806	90.5
Other Credential or Permit	3,233	84.0	815	79.1	842	83.7	914	85.9	662	87.6
Not Now Seeking Credential or Permit	19,166	87.1	4,792	81.8	5,010	87.6	6,004	88.9	3,360	90.5

<sup>1</sup> The data in this table are for CBEST completers: participants who have taken each CBEST section at least once.

<sup>2</sup> Participants in 1998-99 cohort have had minimal or no opportunity to retake the exam within the reporting period, which has the effect of lowering their cumulative passing rates.

Table 4: Cumulative CBEST Passing Rates (July 1995-June 1999) <sup>1</sup>  
(continued)

	Four Cohorts Combined		1998-99 Cohort <sup>2</sup>		1997-98 Cohort		1996-97 Cohort		1995-96 Cohort	
	N	% Passed	N	% Passed	N	% Passed	N	% Passed	N	% Passed
Father's Highest Educational Level Completed										
High School Diploma or Less	70,779	82.3	17,375	73.5	18,399	82.7	21,651	85.7	13,354	87.9
Some College	48,309	88.8	12,013	82.9	12,719	89.4	14,639	91.4	8,938	91.8
Bachelor's Degree or Higher	96,346	90.9	23,583	86.6	25,353	91.6	29,576	92.4	17,834	93.1
Mother's Highest Educational Level Completed										
High School Diploma or Less	80,860	82.8	19,604	74.5	20,943	83.0	24,960	85.9	15,353	88.1
Some College	63,796	89.6	15,663	84.1	16,856	90.4	19,311	91.5	11,966	92.6
Bachelor's Degree or Higher	73,906	90.8	18,512	86.1	19,487	91.6	22,480	92.8	13,427	92.9
Best Language										
English	212,164	88.6	52,412	82.6	55,657	89.3	64,858	90.7	39,237	91.9
Spanish	5,995	60.9	1,207	43.9	1,602	58.3	1,847	65.7	1,339	72.4
Other	5,200	56.8	1,248	41.6	1,355	55.6	1,514	63.6	1,083	66.2
Gender										
Female	150,698	86.5	37,543	79.7	39,900	87.2	45,725	89.1	27,530	90.7
Male	71,920	88.0	17,131	82.9	18,494	88.5	22,279	90.0	14,016	90.4
Ethnicity										
African American or Black	13,786	67.3	3,178	56.0	3,527	67.8	4,309	71.4	2,772	73.3
Asian American	10,408	82.4	2,821	75.3	2,725	82.3	2,996	86.2	1,866	87.4
Filipino	4,769	64.8	1,694	49.0	1,142	70.2	1,281	72.8	652	80.5
Southeast Asian American	2,726	67.1	641	53.2	774	66.4	797	71.6	514	78.4
Pacific Island American	587	81.3	168	68.5	149	85.9	169	84.0	101	91.1

Mexican American or Chicano	21,892	79.9	5,354	68.0	5,811	80.9	6,383	83.5	4,344	88.0
Latino, Latin American, Puerto Rican, or Other Hispanic	11,827	74.3	2,763	63.4	3,240	74.2	3,528	78.4	2,296	81.1
Native American, American Indian, or Alaskan Native	1,689	86.7	390	82.1	439	86.6	521	88.7	339	89.4
White (non-Hispanic)	143,787	92.6	34,769	88.8	37,510	93.2	44,805	93.9	26,703	94.4
Other	9,748	85.0	2,535	79.7	2,719	84.6	2,782	87.8	1,712	88.6

<sup>1</sup> The data in this table are for CBEST completers: participants who have taken each CBEST section at least once.

<sup>2</sup> Participants in 1998-99 cohort have had minimal or no opportunity to retake the exam within the reporting period, which has the effect of lowering their cumulative passing rates.

with reported grade point averages of 3.5 to 4.0 pass the exam, while only 79 percent with grade point averages less than 2.5 pass.

A similar pattern of cumulative passing rates is seen in relation to college preparation. Examinees who complete college English courses pass at higher rates than those with no college English courses, and the higher the undergraduate college grade point average, the higher the passing rate. The pattern does not hold for college mathematics, however, where the results are somewhat mixed. Participants with no college mathematics courses pass at a higher rate than other participants who have had college mathematics, although these differences in the passing rate are small and not consistent. The most likely explanation of this finding is that the CBEST does not measure any mathematics skills at the collegiate level of advancement in mathematics. The Reading Section and Writing Section, on the other hand, measure skills that continue to develop as prospective teachers complete literature and writing courses at the collegiate level.

The relatively small number of CBEST participants whose highest educational level completed is high school or lower division college pass at a lower cumulative rate than others who completed more education. Those who take CBEST preparation courses or tutorials have a lower passing rate than those who do not. This is probably because the participants who take such special preparation are in need of it the most. Many of the candidates who have taken a special CBEST preparation course or tutorial may have done so only after one or more unsuccessful attempts to pass the CBEST. This finding, and those discussed above, suggest that special preparation workshops are usually not substitutes for intensive education in which academic skills are used and reinforced repeatedly over time. Finally, cumulative passing rates differ little among participants on the basis of their professional preparation status.

In terms of the demographic variables, cumulative passing rates differ little among participants on the basis of their reason for taking the CBEST or the type of credential sought. Passing rates do vary somewhat on the basis of mothers' and fathers' highest educational levels. For both mothers and fathers, the higher the level of the parent's education, the higher the participant passing rate. Participants who report that their best language of communication is English pass at a substantially higher rate than those who report another language as their best. This is not surprising because all three sections of the CBEST require basic literacy skills in English, as required by law.

There is not much difference in the passing rates of females and males, but there are differences in passing rates among ethnic groups. Relatively high cumulative passing rates have been achieved by participants who described themselves as White (non-Hispanic); Native American, American Indian, or Alaskan Native; and Asian American. Lower passing rates were earned by those who described themselves as African American or Black; Southeast Asian American; or Filipino. Given the steps taken by the Superintendent of Public Instruction, the California Department of Education, the Commission, and its test development and administration contractors to ensure that the CBEST is as bias-free as possible, much of the ethnic group differences in passing rates may be attributable to differences in academic preparation, including preparation variables on which data have not been collected. Results of additional data analyses are provided in [Part 4](#) of this report. Those results show that, taken as sets, the *educational* background factors are more strongly associated with CBEST performance than the *demographic* background factors,

[illegible]

Course										
Only One Literature Course and/or Only One Writing Course	35,273	67.9	9,832	65.5	8,914	69.3	10,192	69.5	6,335	67.3
Highest Level of High School Mathematics Completed										
Algebra I	16,813	52.2	4,203	53.2	4,491	53.8	5,058	51.7	3,061	49.4
Algebra II and/or Geometry	86,109	69.2	21,218	70.1	22,337	70.4	26,382	69.4	16,172	66.0
Trigonometry, Analytic Geometry, Pre-calculus, and/or Prob./Stats.	79,970	78.1	19,659	78.4	21,093	78.9	24,391	78.4	14,827	75.9
Calculus	29,204	81.2	7,403	82.8	7,654	82.3	8,769	80.6	5,378	78.4
High School Grade Point Average										
From 3.5 Through 4.0	73,964	84.3	19,091	84.3	19,294	85.3	22,298	84.3	13,281	82.6
From 3.0 Through 3.49	83,436	71.3	20,561	71.3	21,861	72.3	25,595	71.7	15,419	69.4
From 2.5 Through 2.99	44,775	60.0	10,912	61.3	11,691	61.7	13,596	59.9	8,576	56.4
Below 2.5	11,370	56.1	2,774	58.1	2,967	57.3	3,357	56.4	2,272	51.5
Number and Types of College English Courses <sup>2</sup>										
At Least Two Literature Courses	81,376	70.5	19,876	73.3	21,031	71.3	25,069	69.9	15,400	66.8
At Least Two Writing Courses	67,119	67.7	16,640	69.7	17,598	68.6	20,530	67.5	12,351	64.0
At Least One Oral Language Course	121,324	68.6	29,952	70.2	31,701	69.9	36,950	68.3	22,721	65.1
Only One Literature Course and/or Only One Writing Course	49,489	77.7	12,855	75.3	12,968	79.4	14,667	78.6	8,999	77.2
No College English Courses	4,804	75.4	1,061	74.3	1,367	77.2	1,510	74.3	866	75.6

<sup>1</sup> The data in this table are for CBEST first-time completers: participants who took all three CBEST sections the first time they took the CBEST.

<sup>2</sup> Categories are not mutually exclusive. Literature courses include American, English, and World Literature. Writing courses include Journalism, Written Composition, and Creative Writing. Oral Language courses include Speech and Debate/Forensics.

Table 5: First-Time CBEST Passing Rates (July 1995-June 1999) <sup>1</sup>  
(continued)

	Four Cohorts Combined		1998-99 Cohort <sup>2</sup>		1997-98 Cohort		1996-97 Cohort		1995-96 Cohort	
	N	% Passed	N	% Passed	N	% Passed	N	% Passed	N	% Passed
Highest Level of College Mathematics Completed										
General Math, Algebra, and/or Trigonometry	67,089	66.9	16,909	67.4	17,540	68.4	20,014	67.0	12,626	64.3
Probability/Statistics and/or Calculus	105,044	75.6	26,653	76.5	27,679	76.6	31,861	75.7	18,851	72.6
Linear Algebra/Abstract Algebra	19,397	70.3	4,758	71.2	4,844	71.2	5,835	70.5	3,960	67.7
No College Mathematics Courses	22,723	77.8	5,195	76.9	5,915	78.6	7,377	77.6	4,236	78.0

Undergraduate College Grade Point Average

From 3.5 Through 4.0	45,740	84.3	11,885	85.1	12,229	85.1	13,452	83.9	8,174	82.4
From 3.0 Through 3.49	91,083	75.1	22,844	75.5	23,917	76.0	27,678	75.4	16,644	72.6
From 2.5 Through 2.99	63,357	64.3	15,401	64.1	16,232	65.4	19,568	64.9	12,156	61.9
Below 2.5	13,184	55.7	3,156	56.3	3,381	56.9	4,082	56.6	2,565	52.0

Highest Educational Level Completed

High School/Lower Division College	8,748	69.9	2,777	66.5	2,336	71.0	2,138	71.0	1,497	72.9
Upper Division College	51,494	72.0	14,583	70.5	13,746	73.1	13,513	72.6	9,652	71.7
Bachelor's Degree	72,342	71.9	17,147	74.0	19,139	72.6	22,883	71.9	13,173	68.2
Bachelor's Degree + Additional Credits	51,926	71.2	11,660	73.6	13,167	73.0	17,082	71.0	10,017	66.6
Master's Degree	14,460	77.2	3,625	77.6	3,753	78.0	4,562	77.0	2,520	75.8
More Than Master's Degree	15,531	80.4	3,756	79.7	3,975	81.9	4,961	81.0	2,839	78.5

Years Since Attended College/Graduate School

Currently Attending	77,852	71.8	20,816	71.4	20,569	72.9	21,158	72.5	15,309	70.0
Less Than 1 year	36,493	74.5	8,891	75.9	9,900	74.9	10,901	74.4	6,801	72.1
1-3 years	35,321	71.9	8,145	74.4	9,360	73.6	11,055	71.5	6,761	67.1
4-10 years	29,691	71.3	7,381	72.6	7,635	72.0	9,676	71.2	4,999	68.1
More Than 10 Years	35,227	74.7	8,358	74.5	8,664	76.5	12,352	74.6	5,853	72.7

<sup>1</sup> The data in this table are for CBEST first-time completers: participants who took all three CBEST sections the first time they took the CBEST.

Table 5: First-Time CBEST Passing Rates (July 1995-June 1999) <sup>1</sup>  
(continued)

	Four Cohorts Combined		1998-99 Cohort <sup>2</sup>		1997-98 Cohort		1996-97 Cohort		1995-96 Cohort	
	N	% Passed	N	% Passed	N	% Passed	N	% Passed	N	% Passed
Professional Preparation										
Not Enrolled in a Professional Preparation Program (PPP)	161,934	73.7	41,025	73.9	42,300	74.5	49,381	74.0	29,228	71.6
Enrolled in a PPP	25,540	63.3	5,898	66.0	6,523	64.9	7,445	62.7	5,674	59.3
Completed a PPP	25,824	75.4	6,303	75.5	6,971	77.7	7,936	74.7	4,614	72.7
Taken CBEST Preparation Course(s)/Tutorial(s)										
Yes	14,936	41.4	3,033	49.8	3,886	42.6	4,829	39.9	3,188	34.2
No	199,778	75.0	50,601	74.6	52,253	76.1	60,366	75.4	36,558	73.2

### Reason for Taking CBEST

For Teaching Credential	108,156	69.1	27,432	70.5	28,996	70.6	31,601	68.8	20,127	65.7
For Services Credential	4,188	71.9	999	75.0	1,059	72.4	1,091	71.0	1,039	69.3
For Full-/Part-time or Substitute Employment	74,109	76.3	18,100	76.2	19,029	77.5	23,962	76.5	13,018	74.4
For Admission to a PPP	16,577	78.4	4,112	78.9	4,163	78.7	4,818	78.8	3,484	77.1
Other	4,676	70.7	1,166	72.6	1,237	70.0	1,439	71.4	834	67.9

### Type of Credential Sought

Elementary Teaching	67,619	66.9	16,940	68.3	17,960	68.4	20,904	67.0	11,815	62.6
Secondary Teaching	38,481	75.5	9,620	76.4	9,934	76.4	10,696	75.6	8,231	73.3
Teaching Adults	2,241	64.7	515	62.9	576	64.9	657	66.7	493	63.5
Teaching Limited English Proficient Students	1,442	68.0	276	70.3	364	69.0	431	64.5	371	69.3
Teaching Special Education Students	5,767	63.5	1,536	65.6	1,619	65.0	1,428	61.5	1,184	61.3
Administrative Services/ School Counseling	6,313	66.9	1,588	68.8	1,657	66.7	1,673	66.0	1,395	85.0
Emergency/Substitute Teaching	59,614	77.6	14,744	78.1	15,375	78.5	19,037	77.9	10,458	75.3
Other Credential or Permit	3,093	70.1	786	71.4	805	71.9	873	69.5	629	67.1
Not Now Seeking Credential or Permit	18,410	75.5	4,659	75.8	4,788	76.9	5,741	75.1	3,222	73.9

<sup>1</sup> The data in this table are for CBEST first-time completers: participants who took all three CBEST sections the first time they took the CBEST.

**Table 5: First-Time CBEST Passing Rates (July 1995-June 1999) <sup>1</sup>**  
(continued)

	Four Cohorts Combined		1998-99 Cohort <sup>2</sup>		1997-98 Cohort		1996-97 Cohort		1995-96 Cohort	
	N	% Passed	N	% Passed	N	% Passed	N	% Passed	N	% Passed
<b>Father's Highest Educational Level Completed</b>										
High School Diploma or Less	66,527	63.7	16,716	63.8	17,214	65.0	20,167	64.1	12,430	61.4
Some College	46,797	74.7	11,807	75.5	12,304	75.6	14,100	75.1	8,586	71.4
Bachelor's Degree or Higher	93,854	79.9	23,189	80.7	24,651	80.9	28,727	79.6	17,287	77.6
<b>Mother's Highest Educational Level Completed</b>										
High School Diploma or Less	75,987	64.8	18,870	65.1	19,585	65.6	23,254	65.6	14,278	62.1
Some College	61,954	76.1	15,391	77.1	16,354	77.4	18,665	75.7	11,544	73.6
Bachelor's Degree or Higher	72,177	79.9	18,233	80.1	18,977	81.1	21,900	79.9	13,067	77.8

### Best Language



English	205,556	74.7	51,432	75.2	53,836	75.7	62,489	74.7	37,799	72.3
Spanish	4,517	25.9	985	26.1	1,139	26.0	1,399	26.2	994	25.4
Other	4,235	28.1	1,094	26.0	1,082	29.9	1,194	29.6	865	26.2

Gender

Female	144,171	71.7	36,560	72.3	38,033	72.7	43,444	71.9	26,134	69.1
Male	69,363	74.3	16,752	74.9	17,795	75.8	21,409	74.4	13,407	71.6

Ethnicity

African American or Black	12,958	42.4	3,056	43.1	3,302	44.0	4,001	41.6	2,599	40.7
Asian American	9,890	68.7	2,733	68.9	2,572	68.9	2,830	70.0	1,755	66.0
Filipino	4,628	49.2	1,666	42.1	1,098	52.5	1,239	52.7	625	55.5
Southeast Asian American	2,380	45.6	609	43.5	678	47.6	668	46.3	425	44.5
Pacific Island American	564	62.6	163	57.1	141	68.8	162	66.0	98	57.1
Mexican American or Chicano	20,096	54.6	5,101	56.0	5,316	57.0	5,772	53.6	3,907	50.9
Latino, Latin American, Puerto Rican, or Other Hispanic	10,490	51.0	2,556	52.2	2,823	53.2	3,097	50.9	2,014	46.5
Native American, American Indian, or Alaskan Native	1,636	70.6	381	74.0	427	69.8	507	69.6	321	69.2
White (non-Hispanic)	140,236	81.2	34,232	82.4	36,552	82.0	43,523	81.0	25,929	78.7
Other	9,279	70.2	2,455	71.6	2,569	71.6	2,632	69.4	1,623	67.2

<sup>1</sup> The data in this table are for CBEST first-time completers: participants who took all three CBEST sections the first time they took the CBEST.

cumulative passing rate and the first-time passing rate) have also been made by candidates who describe themselves as Mexican American or Chicano (25% gain); African American or Black (25%); Latino, Latin American, Puerto Rican, or Other Hispanic (23%); and Southeast Asian American (22%).

Cumulative and First-Time Passing Rates for Each CBEST Section, 1995-99

To pass any of the three CBEST sections (Reading, Mathematics, Writing), a candidate must earn a score of at least 41 on the section. Table 6 provides both cumulative and first-time passing rates through June 1999 for each of the three CBEST sections. Data are provided for the 1995-96 through the 1998-99 annual section cohorts combined and for each of the cohorts separately. The cumulative passing rates are defined as the number of participants who passed a section (by June 30, 1999, regardless of the number of attempts) divided by the number of participants who are in the annual section cohort (by virtue of having taken that section). The first-time passing rates are defined as the number of participants who passed a section (by June 30, 1999) on their initial attempt divided by the number of participants in the cohort.

Table 6: Cumulative and First-Time CBEST Passing Rates by Test Section (July 1995-June 1999)

Four Cohorts Combined	1998-99 <sup>1</sup>	1997-98	1996-97	1995-96
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### Reading Section

Number of Examinees	228,202	56,962	59,819	69,259	42,162
Cumulative % Passed	88.2	85.9	88.3	89.8	88.4
First-Time % Passed	82.8	83.2	83.1	83.6	80.3

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### Mathematics Section

Number of Examinees	227,387	56,860	59,686	68,943	41,898
Cumulative % Passed	85.6	82.2	86.4	86.6	87.5
First-Time % Passed	78.7	78.8	79.3	78.6	78.0

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### Writing Section

Number of Examinees	225,406	56,493	59,238	68,335	41,340
Cumulative % Passed	84.0	80.4	84.8	85.3	85.6
First-Time % Passed	77.0	76.6	77.8	77.5	75.3

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<sup>1</sup> Participants in 1998-99 cohort have had minimal or no opportunity to retake exams within the reporting period, which has the effect of lowering their cumulative passing rates.

As with [Table 4](#), caution should be exercised when evaluating the cumulative passing rates for the 1998-99 cohort by itself, or when comparing its passing rates to the passing rates of the other cohorts. The data presented in [Table 6](#) include CBEST administrations through June 1999. Unlike participants in the earlier cohorts, participants in the 1998-99 cohort have had minimal opportunities to retake and pass the exam by the end of the reporting period (June 30, 1999). In fact, the participants who took a CBEST section for the first time in June 1999 had *no* opportunity to retake the section if they did not pass.

As expected, the cumulative passing rates for each section are typically higher for earlier cohorts, and are higher than first-time passing rates. Overall, CBEST examinees are most successful on the Reading section, then the Mathematics section, then the Writing section, both first-time and cumulatively. The differences in passing rates on the Reading and the Writing sections, however, are small: 4 percent cumulatively and 6 percent first-time. The same pattern exists for each of the four cohorts.

### Passing Rates by Examinee Attempt, 1995-99

[Table 7](#) on the next page provides an analysis of cumulative passing rates on the total CBEST and on each CBEST section by the number of times examinees attempt to pass the exam/section. As described earlier, examinees may take as many sections of the CBEST as they wish at each administration they attend, and their highest score on each section is used to calculate their total score. To pass the total CBEST they must earn a total score of at least 123 with no section score less than 37. To pass a section, they must earn a section score of at least 41.

The data in [Table 7](#) for the total CBEST are for the candidates in the 1995-96, 1996-97, and 1997-98 annual program cohorts combined who completed (took, but not necessarily all at the initial attempt) all three CBEST sections by June 30, 1999. The data for the sections are for the candidates in the 1995-96, 1996-97, and 1997-98 annual program cohorts combined who took that CBEST section by June 30, 1999. For the purposes of this analysis, a CBEST attempt is defined as an examinee attending an administration of the exam and completing any section of the exam. The data include attempts through June 1999.

For each attempt, the following are displayed in [Table 7](#) for the total CBEST and for each section:

- the number of examinees making that attempt (N);
- the number of examinees who passed the exam/section on that attempt (N Passed);
- the percentage of examinees who passed the exam/section on that attempt (% Passed);
- the number of examinees who did not pass the exam/section on that attempt and did not make any further attempts, and the cumulative percentage of such examinees (No More Attempts); and
- the cumulative passing rate after that attempt (Cumulative % Passed).

For example, the second and third rows for the Total CBEST show that of the 40,715 examinees that took the CBEST two or more times, 24,441 (60%) passed the exam on the second attempt; 3,386 failed the exam on that attempt and never took it again; and 12,888 attempted the exam a third time. After the second attempt, the cumulative

**Table 7: CBEST Passing Rates by Examinee Attempt (July 1995-June 1999)**

Number of Attempts	N	N Passed	% Passed	No More Attempts N	Cum %	Cumulative % Passed
<b>Total CBEST <sup>1</sup></b>						
First Attempt	168,944	116,824	69.1	11,405	6.8	69.1
Second Attempt	40,715	24,441	60.0	3,386	8.8	83.6
Third Attempt	12,888	5,225	40.5	1,445	9.6	86.7
Fourth Attempt	6,217	1,947	31.3	767	10.1	87.9
Five or More Attempts	3,503	2,016	57.6			89.1
<b>Reading Section <sup>2</sup></b>						
First Attempt	171,240	141,505	82.6	12,302	7.2	82.6
Second Attempt	17,433	7,786	44.7	3,574	9.3	87.2
Third Attempt	6,073	1,828	30.1	1,378	10.1	88.2
Fourth Attempt	2,867	626	21.8	717	10.5	88.6
Five or More Attempts	1,524	542	35.6			88.9
<b>Mathematics Section <sup>2</sup></b>						
First Attempt	170,527	134,201	78.7	15,023	8.8	78.7
Second Attempt	21,303	9,922	46.6	4,316	11.3	84.5
Third Attempt	7,065	2,316	32.8	1,583	12.3	85.9
Fourth Attempt	3,166	815	25.7	750	12.7	86.4
Five or More Attempts	1,601	646	40.3			86.7
<b>Writing Section <sup>2</sup></b>						
First Attempt	168,913	130,212	77.1	18,969	11.2	77.1
Second Attempt	19,732	11,738	59.5	3,847	13.5	84.0
Third Attempt	4,147	1,421	34.3	1,141	14.2	84.9

Fourth Attempt	1,585	346	21.8	490	14.5	85.1
Five or More Attempts	749	199	26.6			85.2

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<sup>1</sup> Data for the total CBEST are for the candidates in the 1995-96, 1996-97, and 1997-98 annual program cohorts combined who completed (took, but not necessarily all at the initial attempt) all three CBEST sections by June 30, 1999, and include attempts through June 1999.

<sup>2</sup> Data for each CBEST section are for the candidates in the 1995-96, 1996-97, and 1997-98 annual section cohorts combined, and include attempts through June 1999.

passing rate was 83.6 percent. The "Five or More Attempts" row shows the number of examinees who have attempted the exam/section five or more times, and the number and percentage of those examinees who passed on their fifth, sixth, or any later attempt by June 30, 1999 (i.e., it is really a cumulative passing rate for that group).

Table 7 shows that in all cases perseverance pays off. Additional candidates pass the exam or the section at each attempt, continually increasing the cumulative passing rates. First-attempt success rates, however, are greater than success rates for repeaters. At each attempt, the passing rate at that attempt is lower than the passing rate at the previous attempt. This is because at each attempt, the test is passed by candidates who have or can relatively easily acquire the necessary basic skills, leaving in the pool for the next attempt only those who do not or cannot easily acquire the skills.

The first, second, and third attempts account for a significant amount of the cumulative passing rates, which level off after the third attempt. As seen earlier in Table 5, first-time passing rates vary by section. This probably explains the differences across sections in the "drop out" rates (i.e., the percentage of candidates at each attempt who don't pass and don't try again). A larger proportion of candidates drop out of the Writing Section than drop out of the other two sections, and they drop out earlier, after fewer attempts. Some individuals who stopped attempting the CBEST after one or two unsuccessful attempts may not have been seriously committed to entering the teaching profession but were simply trying to keep their career options open, given the teacher shortage that California has been experiencing.

### Cumulative Passing Rates for the Total CBEST and for Each CBEST Section, 1982-1999

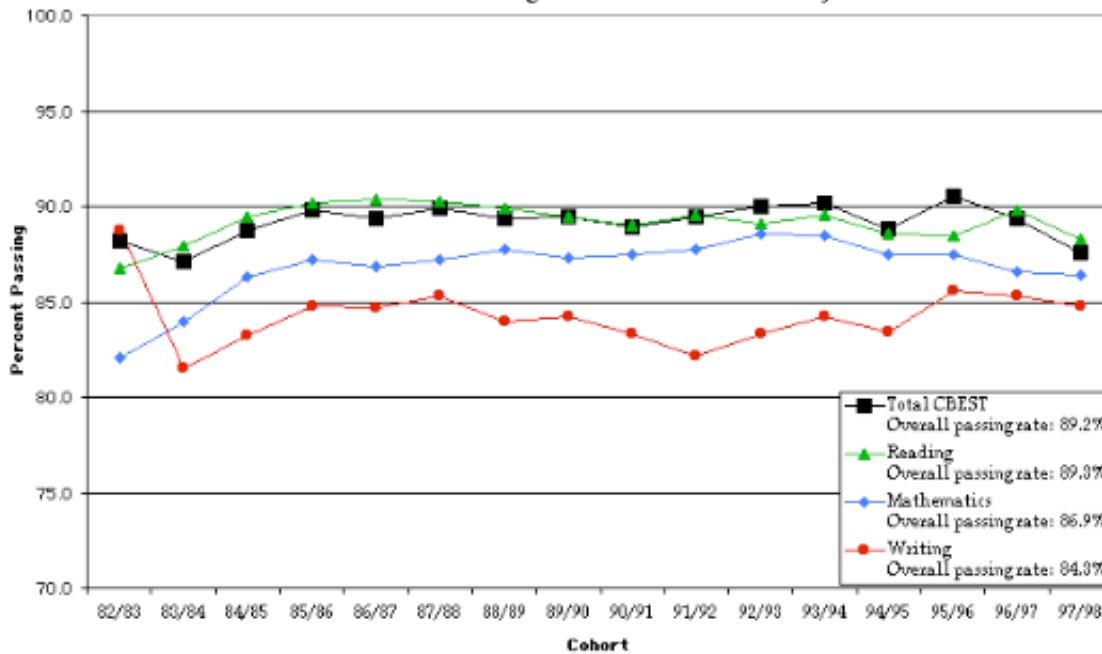
To place the results presented above in their historical context, Figure 1 on the next page shows cumulative passing rates on the total CBEST and on each CBEST section from December 1982 (the initial administration of the CBEST) through June 1999. Data are provided for the 1982-83 through the 1997-98 annual program and section cohorts. The 1998-99 cohort is not included because participants in that cohort have had minimal or no opportunity to retake the exam within the reporting period, which has the effect of lowering their cumulative passing rates.

For each cohort, the cumulative passing rate for the total CBEST is defined as the number of participants who, by June 30, 1999, have passed the CBEST (i.e., earned a total CBEST score of at least 123 with no section score less than 37) divided by the number of participants who have taken all sections of the exam (completers). The cumulative passing rates for each section are defined as the number of participants who, by June 30, 1999, passed the section (i.e., earned a score of at least 41 on the section) divided by the number of participants who are in the annual section cohort (by virtue of having taken that section for the first time that year).

Figure 1 shows that the cumulative CBEST passing rates have been remarkably stable. For each cohort, the total CBEST and the Reading Section cumulative passing rates have stayed within a narrow range from about 87 percent to 91 percent. Cumulative passing rates on the Mathematics and Writing Sections have ranged from about 82 percent to 88 percent. The downward trend shown for the 1996-97 and 1997-98 cohorts can be mostly or entirely explained by the fact that those cohorts have had fewer opportunities than the others to take and pass the exam. Their passing rates are expected to increase over time.

The total CBEST cumulative passing rate across all of these cohorts has been 89 percent. The fact that the total CBEST passing rate is usually higher than each of the section passing rates shows the impact of the partially-compensatory passing score model. Candidates can pass the total CBEST without passing all of the sections, as long as they

**Figure 1:**  
**Cumulative CBEST Passing Rates (December 1982 - June 1999)**



obtain section scores of at least 37. Figure 1 suggests that some examinees use scores higher than 41 on one or two sections to offset scores of 37 to 40 on another section of the exam, as the partially-compensatory passing score model permits. Among the three sections, it appears that the Writing Section score is most frequently below 41 for examinees who pass the total CBEST.

## Part 4

### An Analysis of the Association Between Examinee Background Factors and CBEST Performance

The data presented above in Part 3 describe CBEST examinees in terms of their participation in and performance on the CBEST. Each analysis examines CBEST participation and performance in relation to a single aspect of examinees' backgrounds, such as their high school grade point average, educational level, or gender. In an effort to understand more clearly the relationships between examinees' background characteristics and their performance on the CBEST, the Commission completed a multiple regression analysis.

The regression analysis addresses the variations that have occurred in examinees' actual CBEST scores, not their pass/fail status. It examines these score variations in relation to the variations in self-reported educational and demographic background factors. Regression analysis does not show which background factors "cause" high or low CBEST scores. Nor can it "explain" most of the variance that occurs in examinees' scores. Rather, it can show how much each background factor, or set of background factors, is statistically associated with the variations in examinees' scores. Regression analysis is a correlational examination of available data, and not an experimental study of causes and effects. It enables us to explore and understand relationships among multiple factors more fully than is possible when we examine complex data one factor at a time.

The analysis looked at both total CBEST scores and scores on each section. For the total CBEST scores, the analysis included all CBEST completers (i.e., those who have taken all

three sections) in the 1995-96, 1996-97, and 1997-98 annual program cohorts. For the section scores, the analysis included all examinees in the 1995-96, 1996-97, and 1997-98 annual section cohorts. Examinees' highest CBEST scores through June 1999 were used. Initial scores were not used because the highest scores are most likely to reflect any extra effort or time that examinees may have invested to acquire or demonstrate their reading, mathematics, and writing skills on the test. Each examinee's highest score was analyzed in relation to two sets of background factors: (a) background factors that are primarily educational, and (b) background factors that are primarily demographic. Data on these background factors were obtained from examinee registration forms. Although CBEST scores may be affected by other factors, only factors for which data are collected on the registration forms were included in this regression analysis.

The results of the regression analysis are summarized in [Table 8](#) on the next page. [Table 9](#) on page 36 lists each of the background factors separately and indicates the percentage of variations in highest total CBEST and section scores associated with each. If the regression analysis had examined different educational or demographic factors, the percentages associated with each set of factors in [Table 8](#) and with each of the individual factors in [Table 9](#) would be different. In this event, however, the relative importance of the two sets of factors in [Table 8](#) would probably remain unchanged.

**Table 8: Percentage of Variations in Highest CBEST Scores Associated With Examinee Educational and Demographic Background Factors**

Background Factors <sup>1</sup>	Percentage of Variations in Highest:			
	Total CBEST Scores	Reading Section Scores	Mathematics Section Scores	Writing Section Scores
Educational Background Factors	19%	14%	18%	9%
Demographic Background Factors	11	9	10	4
Educational and Demographic Background Factors Combined	30	23	28	12

**NOTE:** All percentages (including totals) are rounded to the nearest integer.

<sup>1</sup> See [Table 9](#) for a listing of the specific background factors in each set.

The first row of [Table 8](#) shows how much the variations in *educational characteristics* were associated with variations in total CBEST scores and scores on each section of the exam. The second row shows how much the variations in *demographic characteristics* were related to the same variations in total scores and section scores. The bottom row shows the percentage of variations in scores associated with both sets of background characteristics combined.

The most notable finding in [Table 8](#) is that neither the educational characteristics nor the demographic characteristics contributed to large portions of the variations in CBEST scores. Altogether, the educational and demographic variations among examinees accounted for less than one-third of the variations in total CBEST scores and section scores. This finding, common in regression analyses, indicates that the background questions about examinees' educational and demographic characteristics are not precise in measuring all the variations in their educational and social backgrounds. The variations in CBEST scores that are not accounted for in [Table 8](#) are assumed to be associated with other examinee characteristics about which data are not collected on the CBEST registration form, or that are not measured fully on the form.

Within the limited extent to which the background factors were related to CBEST performance, a second notable finding in [Table 8](#) is that the *educational characteristics* of examinees consistently accounted for more of the variations in CBEST scores than did the



examinees' *demographic characteristics*. In the total CBEST scores as well as each set of CBEST section scores, the examinees' educational backgrounds were substantially more related to their CBEST scores than were their demographic characteristics. This finding suggests that increased educational efforts could lead to improved performances for some examinees who do not pass on their first attempt, and that demographic differences are less significant as bases for anticipating one's CBEST results.

Table 9: Specific Background Factors Used in the Regression Analysis  
Summarized in Table 8

Background Factors <sup>1</sup>	Percentage of Variations in Highest:			
	Total CBEST Scores	Reading Section Scores	Mathematics Section Scores	Writing Section Scores
Educational Background Factors				
High School Grade Point Average	8.8%	0.9%	2.3%	1.8%
Highest Level of High School Math Completed	3.9	3.4	12.3	0.3
Undergraduate College Grade Point Average	4.0	6.7	1.2	5.1
Highest Educational Level Completed	1.6	1.8	0.2	0.7
Completed CBEST Prep. Course(s)/Tutorial(s)	0.7	0.7	0.5	0.1
Number of College English Courses	0.1	0.1	0.7	0.0
Number of High School English Courses	0.0	0.1	0.1	0.6
Highest Level of College Math Completed	0.0	0.0	0.7	0.0
Totals for Educational Background Factors	19.1	13.6	18.0	8.8
Demographic Background Factors <sup>1</sup>				
First Language Learned: English vs. Other	4.8%	4.2%	3.6%	1.7%
Ethnicity: African American or Not	2.8	2.0	3.4	0.7
Best Language: English vs. Other	1.1	1.2	0.2	0.8
Gender	1.0	0.5	2.2	0.1
Mother's Highest Educational Level Completed	0.4	0.5	0.0	0.2
Ethnicity: Asian American <sup>2</sup> or Not	0.3	0.4	0.1	0.1
Ethnicity: Latino <sup>3</sup> or Not	0.2	0.2	0.6	0.0
Ethnicity: Other Non-White <sup>4</sup> or Not	0.1	0.1	0.1	0.0
Father's Highest Educational Level Completed	0.1	0.1	0.1	0.0
Totals for Demographic Background Factors	10.7	9.1	10.3	3.6

NOTE: All percentages (including totals) are rounded to the nearest tenth.

<sup>1</sup> The demographic data used are nominal data in which examinees' responses to demographic questions on the registration form are grouped in categories. In the regression analysis, these data were represented by factors such as "Male-Not Male," "Asian American-

Not Asian American," "Latino-Not Latino," and "English-Not English."

<sup>2</sup> Includes Asian American, Asian, Filipino, Southeast Asian American, Southeast Asian, and Pacific Island American.

<sup>3</sup> Includes Mexican American, Chicano, Latino, Latin American, Puerto Rican, and other Hispanic.

<sup>4</sup> Includes Native American, American Indian, Alaskan Native, and Other.

## Appendix A

### CBEST Description and Writing Score Scale (from the annual CBEST Registration Bulletin)

#### CBEST Description

*The CBEST is designed to provide information about your basic proficiency in reading, mathematics, and writing. The CBEST Reading and Mathematics sections consist of multiple-choice questions, and the CBEST Writing section contains two essay topics. A summary of the number of questions in each test section appears below.*

Section	Number of Questions
Reading	50
Mathematics	50
Writing	2

#### Reading Section

The Reading section of the CBEST assesses basic skills and concepts that are important in performing the job of an educator in California. Questions in this section will assess your ability to comprehend information presented in written passages, tables, and graphs. The materials used in the test will vary in level of difficulty and complexity and are drawn from a variety of fields, such as the social sciences, the humanities, health, and consumer affairs. None of the questions requires outside knowledge; all the questions are related to a particular passage and can be answered on the basis of information provided in the passage. Some of the passages are long, consisting of 200 or more words; some are shorter, consisting of approximately 100 words; and others are short statements of one or two sentences.

You will be asked questions that come from two major skill areas: critical analysis and evaluation, and comprehension and research skills. Approximately 30 percent of the questions on the test are drawn from the critical analysis and evaluation area, and approximately 70 percent are drawn from the comprehension and research skills area.

All the reading skills eligible for testing are listed below.

#### CRITICAL ANALYSIS & EVALUATION

- Compare/contrast ideas or information presented in different sections of a written passage or from different sources.
- Identify the reasons, examples, details, or facts in a reading selection that support the author's main idea.
- Make predictions about the outcome of an event based on information from a written passage.

- Recognize the attitude, opinion, or viewpoint expressed by the author toward his or her subject.
- Determine whether facts or ideas are relevant to an argument in a reading selection.
- Recognize statements that strengthen or weaken arguments in a reading selection.
- Recognize the various persuasive techniques used by an author in a written passage.
- Distinguish between facts and opinions in a written passage.
- Identify logical assumptions upon which the author bases the argument of a reading selection.
- Challenge the statements and opinions presented in a reading passage.
- Identify inconsistencies or differences in points of view within one reading selection or between two or more selections.
- Recognize the audience that a reading selection addresses.
- Recognize language that creates an inappropriate or inconsistent tone, given the intended audience and purpose.

#### COMPREHENSION & RESEARCH SKILLS

##### A. Comprehension and Context

- Identify the relationships between general and specific ideas in a reading selection.
- Determine the sequence of events or steps in a process from a reading selection.
- Arrange the ideas in a reading selection into an outline or another form of graphic organization.
- Recognize the main idea or purpose of a written passage.

- Identify accurate paraphrases or summaries of ideas in a reading selection.

- Understand reading materials written at the high school level (e.g., texts, memos, bulletins, newsletters).

- Identify facts and details presented in a written passage.
- Draw conclusions or generalizations from material presented in a written passage.
- Make inferences and recognize implications based on information from a written passage.
- Recognize implied relationships between people, ideas, or events in a written passage.
- Use context clues, syntax, and structural analysis (e.g., affixes, prefixes, roots) to determine the meaning of unknown words.
- Determine the meanings of figurative or colloquial language in a reading selection.
- Recognize and identify different interpretations that can be made of the same word, sentence, paragraph, or reading selection.
- Recognize how the meaning of a word, sentence, or paragraph is affected by the context in which it appears.
- Understand the function of key transition indicators in a reading selection (e.g., "however," "by contrast," "in conclusion").

- Understand reading materials written at the college level (e.g., resource materials, professional journals).
- Understand textbooks and other course content materials written at the student level.
- Understand teachers' guides and other course content materials written at the instructor level.
- Understand written materials on related areas to enrich course materials.
- Understand written materials on psychology or student behavior.

#### **B. Research and Reference Skills**

- Use the table of contents, section headings, index, and similar sections of a book to locate information.
- Locate the place in a book, chapter, or article where a specific kind of information can be found.
- Understand how a reading selection (e.g., book, chapter, or article) is organized.
- Identify logical conclusions, generalizations, or implied relationships that are supported by information in a table or graph.

## **Mathematics Section**

The Mathematics section of the CBEST assesses basic skills and concepts that are important in performing the job of an educator in California. Questions in this section will require you to solve mathematical problems. Most of the questions will be presented as word problems.

The questions you will be asked come from three major skill areas: estimation, measurement, and statistical principles; computation and problem solving; and numerical and graphic relationships. Approximately 30 percent of the questions on the test are drawn from the estimation, measurement, and statistical principles area; approximately 45 percent are drawn from the computation and problem solving area; and approximately 25 percent are drawn from the numerical and graphic relationships area.

All the mathematics skills eligible for testing are listed below.

### **ESTIMATION, MEASUREMENT, & STATISTICAL PRINCIPLES**

#### **A. Estimation and Measurement**

- Understand and use standard units of length, temperature, weight, and capacity in the U.S. measurement system.
- Measure length, perimeter, area, and volume.
- Understand and use estimates of time to plan and achieve work-related objectives.
- Estimate the results of problems involving addition, subtraction, multiplication, and division prior to computation.

#### **B. Statistical Principles**

- Perform arithmetic operations with basic statistical data related to test scores (e.g., averages, ratios, proportions, and percentile scores).
- Understand basic principles of probability and predict likely outcomes based on data provided (e.g., estimate the likelihood that an event will occur).

### **COMPUTATION & PROBLEM SOLVING**

- Add, subtract, multiply, and divide with whole numbers.
- Add, subtract, multiply, and divide with fractions, decimals, and percentages.
- Determine and perform necessary arithmetic operations to solve a practical math problem (e.g., determine the total invoice cost for ordered supplies by multiplying quantity by unit price, summing all items).
- Solve simple algebraic problems (e.g., equations with one unknown).

- Determine whether enough information is given to solve a problem; identify the facts given in a problem.
- Recognize alternative mathematical methods of solving a problem.

### **NUMERICAL & GRAPHIC RELATIONSHIPS**

- Recognize relationships in numerical data (e.g., compute a percentage change from one year to the next).
- Recognize the position of numbers in relation to each other (e.g.,  $1/3$  is between  $1/4$  and  $1/2$ ;  $-7 < -4$ ).
- Understand and use rounding rules when solving problems.
- Understand and apply the meaning of logical connectives (e.g., and, or, if-then) and quantifiers (e.g., some, all, none).
- Identify or specify a missing entry from a table of data (e.g., subtotal).
- Use numerical information contained in tables and various kinds of graphs (e.g., bar, line, circle) to solve math problems.

## **Writing Section**

The writing section of the CBEST assesses basic skills and concepts that are important in performing the job of an educator in California. This section will include two writing topics that assess your ability to write effectively. You must respond to both topics. One of the topics asks you to analyze a situation or statement; the other asks you to write about a personal experience. You will not be expected to demonstrate any specialized knowledge in your responses.

You should be sure to write only on the topics in the test booklet, to address all the points presented in the topics, and to support generalizations with specific examples. Before you begin writing, read each topic and organize your thoughts carefully. While you are taking

the test, allocate your time carefully so that you will have enough time to plan and write on both topics. Be sure to use a No. 2 (soft lead) pencil to write your essays.

Your written response should be your original work, written in your own words, and should not be copied or paraphrased from some other work.

Scorers will read and evaluate each of your responses using a standard set of criteria, which are outlined in the writing score scale shown on the next page.

### CBEST Writing Score Scale

Score	Score Point Description
<b>4</b> <b>(pass)</b>	<p>A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience.</p> <ol style="list-style-type: none"> <li>The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.</li> <li>Ideas or points of discussion are logically arranged, and their meaning is clearly communicated.</li> <li>Generalizations and assertions are well supported with relevant, specific, and detailed development.</li> <li>Choice of words is precise; usage is careful and accurate.</li> <li>The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.</li> <li>The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.</li> </ol>
<b>3</b> <b>(marginal pass)</b>	<p>A "3" is an adequately formed writing sample that communicates a message to the specified audience.</p> <ol style="list-style-type: none"> <li>The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.</li> <li>Organization of ideas is generally clear and effective, and the meaning is generally clear.</li> <li>Generalizations and assertions are adequately supported, although perhaps unevenly.</li> <li>Word choice and usage are adequate; some errors exist but do not impede meaning.</li> <li>The writer's response may have errors in paragraphing, sentence structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse the reader.</li> <li>The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or may be vaguely or incompletely addressed), but language and style are appropriate for the given audience and purpose.</li> </ol>
<b>2</b> <b>(marginal fail)</b>	<p>A "2" is a partially formed writing sample that attempts to communicate a message to the specified audience.</p> <ol style="list-style-type: none"> <li>The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.</li> <li>Organization of ideas may be evident, but is largely ineffective, and the response is generally unclear.</li> <li>Generalizations and assertions are only partially supported; the response may contain irrelevant, insufficient, or imprecise details.</li> <li>Word choice and usage are generally imprecise and distracting.</li> <li>The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modification.</li> <li>The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.</li> </ol>
<b>1</b> <b>(fail)</b>	<p>A "1" is an inadequately formed writing sample that fails to communicate a message to the specified audience.</p> <ol style="list-style-type: none"> <li>The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.</li> <li>Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.</li> <li>Generalizations and assertions are not supported or are severely underdeveloped; the presentation of details is confused.</li> <li>Word choice and usage are largely imprecise, and there are severe distracting errors.</li> <li>The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.</li> <li>The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.</li> </ol>

Essays that do not meet the passing standard are scored diagnostically after holistic scoring is completed. The diagnostic scoring provides feedback about the weaknesses exhibited in each essay that did not meet the passing standard. The following written performance characteristics, which are incorporated in the CBEST Writing Score Scale, are evaluated during diagnostic scoring.

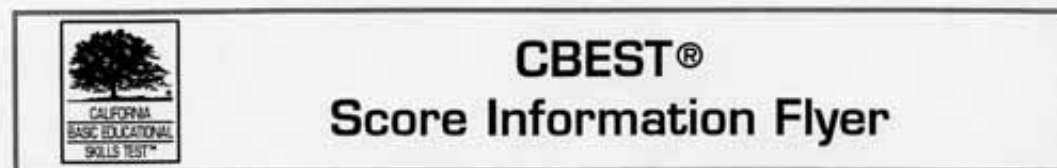
- Rhetorical Force:** the clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and the quality of the writer's reasoning
- Organization:** the clarity of the writing and the logical sequence of the writer's ideas
- Support and Development:** the relevance, depth, and specificity of supporting information
- Usage:** the extent to which the writing shows care and precision in word choice
- Structure and Conventions:** the extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, and capitalization)
- Appropriateness:** the extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose



## Appendix B

### CBEST Score Information Flyer and Sample CBEST Score Reports

(for fictional candidates)



Your California Basic Educational Skills Test (CBEST®) score report is enclosed. The score report indicates whether you passed the test, how you performed on the total test and each section (Reading, Mathematics, and Writing), and how you performed on the skill areas in each CBEST section.

#### SCORE INTERPRETATION

**CBEST Description.** Each section score is based on a scale ranging from 20 to 80. For the Reading and Mathematics sections, your score is derived from the total number of questions you answered correctly. Your score for the Writing section is based on your performance on the two essays. If you did not pass the Writing section, the features of your writing that may need improvement are indicated for each essay that did not meet the passing standard.

Your total CBEST score was obtained by adding your scaled scores for the Reading, Mathematics, and Writing sections. If you have retaken sections of the CBEST, the highest score obtained on any section, at any CBEST administration, was used to calculate your total score.

The passing score for each section of the CBEST is a scaled score of 41. A total CBEST score of 123 is required for passing status. However, it is possible to pass the CBEST with a scaled score of 37 on one or two sections, provided that the total score is 123 or higher. *It is not possible to pass the CBEST if any section score is below 37, regardless of how high the total score may be.*

**Skill Area Performance.** Your performance on the multiple-choice test questions for each skill area is indicated next to the skill area title. The information will help you assess your areas of strength and weakness and/or will help you prepare to retake any section(s) of the test. For each skill area, you will see one of the designations that appear below.

- |      |   |
|------|---|
| ++++ | If you answered most of the questions correctly (scaled skill area score of 61–80)        |
| +++  | If you answered many of the questions correctly (scaled skill area score of 41–60)        |
| ++   | If you answered some of the questions correctly (scaled skill area score of 31–40)        |
| +    | If you answered few or none of the questions correctly (scaled skill area score of 20–30) |

You need to perform reasonably well in each skill area in order to pass the CBEST.

**Writing Scores.** Essays are scored by California and Oregon educators, according to standardized procedures, during scoring sessions held immediately after each CBEST administration. Readers receive extensive training before the scoring session. Writing scores are determined by scoring each of the two essays holistically according to the criteria described in the CBEST Writing Score Scale (see reverse side of this flyer). Each essay is evaluated independently by at least two readers using a four-point score scale; the total essay score is derived by combining the two individual scores. To obtain the Writing section score, scores for both essays are summed and converted to the score scale of 20 to 80.

Essays that do not meet the passing standard are scored diagnostically after holistic scoring is completed. The diagnostic scoring provides feedback about the weaknesses exhibited in each essay that did not meet the passing standard. The following written performance characteristics, which are incorporated in the CBEST Writing Score Scale (see reverse side of this flyer), are evaluated during diagnostic scoring.

- I. *Rhetorical Force:* the clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and the quality of the writer's reasoning
- II. *Organization:* the clarity of the writing and the logical sequence of the writer's ideas
- III. *Support and Development:* the relevance, depth, and specificity of supporting information
- IV. *Usage:* the extent to which the writing shows care and precision in word choice
- V. *Structure and Conventions:* the extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, and capitalization)
- VI. *Appropriateness:* the extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose

#### CBEST Writing Score Scale

Score	Score Point Description
4 (pass)	<p>A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience.</p> <ol style="list-style-type: none"><li>I. The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.</li><li>II. Ideas or points of discussion are logically arranged, and their meaning is clearly communicated.</li><li>III. Generalizations and assertions are well supported with relevant, specific, and detailed development.</li><li>IV. Choice of words is precise; usage is careful and accurate.</li><li>V. The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.</li><li>VI. The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.</li></ol>

3 (marginal pass)	<p>A "3" is an adequately formed writing sample that communicates a message to the specified audience.</p> <ol style="list-style-type: none"> <li>The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.</li> <li>Organization of ideas is generally clear and effective, and the meaning is generally clear.</li> <li>Generalizations and assertions are adequately supported, although perhaps unevenly.</li> <li>Word choice and usage are adequate; some errors exist but do not impede meaning.</li> <li>The writer's response may have errors in paragraphing, sentence structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse the reader.</li> <li>The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or may be vaguely or incompletely addressed, but language and style are appropriate for the given audience and purpose).</li> </ol>
2 (marginal fail)	<p>A "2" is a partially formed writing sample that attempts to communicate a message to the specified audience.</p> <ol style="list-style-type: none"> <li>The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.</li> <li>Organization of ideas may be evident, but is largely ineffective, and the response is generally unclear.</li> <li>Generalizations and assertions are only partially supported; the response may contain irrelevant, insufficient, or imprecise details.</li> <li>Word choice and usage are generally imprecise and distracting.</li> <li>The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modification.</li> <li>The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.</li> </ol>
1 (fail)	<p>A "1" is an inadequately formed writing sample that fails to communicate a message to the specified audience.</p> <ol style="list-style-type: none"> <li>The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.</li> <li>Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.</li> <li>Generalizations and assertions are not supported or are severely underdeveloped; the presentation of details is confused.</li> <li>Word choice and usage are largely imprecise, and there are severe distracting errors.</li> <li>The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.</li> <li>The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.</li> </ol>

**Reporting of Scores.** Your test results have been forwarded to the California Commission on Teacher Credentialing or the Oregon Teacher Standards and Practices Commission, as appropriate. Your results will also be forwarded to the institution(s) you indicated on your registration form.

#### PASSING THE CBEST

If you passed the CBEST, you received the following with your score report:

- A Permanent Verification Card, which confirms that you have passed the CBEST. Retain this for your records.
- Two transcript copies of your Permanent Verification Card for you to use as may be required by the commissions, school districts, or colleges and universities.

Additional sets of score reports (containing an Examinee Score Report, a Permanent Verification Card, and two Permanent Verification Card transcript copies) are available from National Evaluation Systems, Inc. (NES®), for an additional fee. A Score Report Reprint Request Form can be found in the CBEST registration bulletin.

#### RETAKING THE CBEST

It is not necessary to repeat any section of the CBEST that you have passed with a score of 41 or higher. If you do not pass one or more sections, you may register again and take one, two, or all three sections of the test. Note that it may be to your advantage to repeat a section already passed—a higher score on that section might help you reach the total score of 123 required to pass the CBEST. The highest score that you obtain on each section, no matter when earned, will be used to compute your total CBEST score.

If you did not pass one or more sections of the CBEST, you may retake the examination as many times as you choose. If you wish to take the CBEST again, you should complete and submit the registration form located in the CBEST registration bulletin.

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N 6/98 CB/CS-08-00874-01

**CBEST™**



**CALIFORNIA BASIC  
EDUCATIONAL SKILLS TEST™**

TEST DATE: 12/06/97  
SSN: 120-76-8774  
ID#: 50148927

EDWARD R. BARBER  
78 MAIN ST  
NEVADA CITY CA 95959

#### CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST™)

Permanent Passing Status Verification

EDWARD R. BARBER

TEST DATE: 12/06/97 ID#: 50148927  
SSN: 120-76-8774 Date of Birth: 07/25/67

Reading Section		Scaled Score: 53
# of Items	Skill Area	Performance Indicators
11-20	Critical Analysis and Evaluation	***
21-30	Comprehension and Research Skills	***
Mathematics Section		Scaled Score: 44
# of Items	Skill Area	Performance Indicators
11-20	Estimation, Measurement, and Statistical Principles	*
11-20	Computation and Problem Solving	***
1-10	Numerical and Graphic Relationships	***
Writing Section		Scaled Score: 63
Performance on Topic 1:		Performance on Topic 2:

#### CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST™)

Passing Status Transcript Copy

EDWARD R. BARBER

TEST DATE: 12/06/97 ID#: 50148927  
SSN: 120-76-8774 Date of Birth: 07/25/67



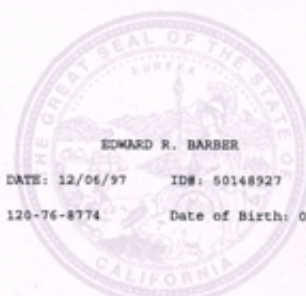
Your topic 1 essay met or exceeded the minimum standard.

Your topic 2 essay met or exceeded the minimum standard.

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### CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST™)

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TEST DATE: 12/06/97

ID#: 50148927

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CBEST™



CALIFORNIA BASIC  
EDUCATIONAL SKILLS TEST™

TEST DATE: 12/06/97  
SSN: 602-76-1008  
ID#: 50148974

KATE A. CLARK  
120 LINDEN AVE  
EL SOBRANTE CA 94803

Reading Section		Scaled Score: 58
# of Items	Skill Area	Performance Indicators
11-20	Critical Analysis and Evaluation	****
21-30	Comprehension and Research Skills	***

Mathematics Section		Scaled Score: 20
# of Items	Skill Area	Performance Indicators
11-20	Estimation, Measurement, and Statistical Principles	*
11-20	Computation and Problem Solving	*
1-10	Numerical and Graphic Relationships	*

Writing Section		Scaled Score: 39
Performance on Topic 1:	Performance on Topic 2:	
Your topic 1 essay showed a need for improvement in the following area(s).	Your topic 2 essay met or exceeded the minimum standard.	
- Organization		
- Support and Development		
- Usage		
- Structure and Conventions		

CBEST Status: Not Yet Passed

Your scores will be sent to the following:  
California Commission on Teacher Credentialing

### CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST™)

#### Cumulative Score Information

Test Date	Reading Score	Math Score	Writing Score	Total Score
12/97	58	20	39	117
Highest Cumulative Scaled Scores	58	20	39	117





[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)

[CA Home Page](#)[Governor's Home Page](#)[About the Commission](#)[Credential Information](#)[Examination Information](#)[Coded Correspondence](#)[Credential Alerts](#)[Educational Standards](#)[Reports-on-Line](#)[Committee on Accreditation](#)[Troops to Teachers](#)[Other Sites of Interest](#)[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)[Troops to Teachers](#) | [Other Sites of Interest](#)

## California Commission on Teacher Credentialing

**Meeting of:**

July 12-13, 2000

**Agenda Item Number:**

FPPC-1

**Committee:**

Fiscal Planning and Policy

**Title:**

New Procedure for Presentation of Budget Change Proposals

✓ Information

**Prepared by:**Karen Romo, Analyst  
Fiscal and Business Services

### BACKGROUND

Each summer, the Commission considers Budget Change Proposals (BCPs) for inclusion in the annual Governor's Budget for the ensuing fiscal year. For the past several years, the Commission's practice has been to review and act on BCP concepts at the July Commission meeting. Approved BCP concepts are then developed by staff into complete BCPs (in a format required by the Department of Finance) for action at the following Commission meeting.

### SUMMARY

As Commissioners may recall, in April 2000 staff presented several May Revision BCPs in the form of brief, one-to-two page summaries rather than in the full BCP format referred to above. This change in presentation style was intended to assist Commissioners in pursuing Strategic Goal 2 as adopted by the Commission on April 4, 1997: Improve the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities-work to streamline the paperwork and documentation supporting the Commission's monthly agenda and improve information dissemination activities.

To extend the successful experience of April 2000, staff plans to present fiscal year 2001-2002 BCPs to the Commissioners in a similar manner. By doing so, Commissioners will streamline the paperwork and documentation supporting the Commission's efforts related to considering budgetary changes.

Under the new procedure, there will be no need to for a presentation of BCP concepts in July. The brief BCP summaries, instead of the complete BCPs, will be presented to Commissioners for action in September. As indicated above, this procedure is consistent with the Commission's strategic goal related to Commission agenda preparation. In addition, it will also enable Commissioners to have an opportunity to consider fully the results of current efforts to develop an information technology strategic plan and action plan before proceeding to deliberate on budgetary changes that are needed to implement the plans.

Staff is available to answer any questions Commissioners may have.

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[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)

[CA Home Page](#)[Governor's Home Page](#)[About the Commission](#)[Credential Information](#)[Examination Information](#)[Coded Correspondence](#)[Credential Alerts](#)[Educational Standards](#)[Reports-on-Line](#)[Committee on Accreditation](#)[Troops to Teachers](#)[Other Sites of Interest](#)[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)[Troops to Teachers](#) | [Other Sites of Interest](#)

## California Commission on Teacher Credentialing

**Meeting of:**

July 12-13, 2000

**Agenda Item Number:**

PREP-1

**Committee:**

Preparation Standards

**Title:**

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities and Designated Subjects Programs Submitted by Colleges, Universities and Local Education Agencies

✓ Action

**Prepared by:**

Helen Hawley, Assistant Consultant  
Professional Services Division

### Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities and Designated Subjects Programs Submitted by Colleges, Universities and Local Education Agencies

Professional Services Division  
June 20, 2000

#### Executive Summary

This item contains a listing of subject matter programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission. Also included is a recommendation for the approval of Designated Subjects programs.

#### Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.

#### Recommendation

That the Commission approve the subject matter preparation programs and Designated Subjects programs recommended in this item.

## Background

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission.

### A. Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each of the programs has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels, and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

#### Recommendation

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

##### Languages Other Than English

- California State University, Dominguez Hills & Spanish
- California State University, San Bernardino & French/Spanish

##### Physical Education

- Humboldt State University

##### Social Science

- Whittier College

##### Mathematics

- University of California, Davis

### B. Summary Information on Designated Subjects Programs Awaiting Commission Approval

For the following proposed personalized preparation programs, the local education agency has responded fully to the Commission's standards and preconditions for the Designated Subjects, Vocational Education Teaching Credential and the Designated Subjects, Supervision and Coordination Credential. The programs have been reviewed thoroughly by Commission staff, and have met all applicable standards and preconditions established by the Commission.

#### Recommendation

That the Commission approve the following programs of personalized preparation for:

##### Designated Subjects, Vocational Education Teaching Credential

- Kern County Superintendent of Schools Office

##### Designated Subjects, Supervision and Coordination Credential

- Kern County Superintendent of Schools Office



[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)

[CA Home Page](#)[Governor's Home Page](#)[About the Commission](#)[Credential Information](#)[Examination Information](#)[Coded Correspondence](#)[Credential Alerts](#)[Educational Standards](#)[Reports-on-Line](#)[Committee on Accreditation](#)[Troops to Teachers](#)[Other Sites of Interest](#)[Return to July 2000 Agenda](#) | [Return to Agenda Archives](#)[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)[Troops to Teachers](#) | [Other Sites of Interest](#)

## California Commission on Teacher Credentialing

**Meeting of:**

July 12-13, 2000

**Agenda Item Number:**

PREP-2

**Committee:**

Preparation Standards

**Title:**

Report on the Distribution of Pre-Internship Grant Funds for 2000-2001

✓ Report

**Prepared by:**Michael McKibbin, Ed.D., Administrator  
Suzanne Tyson, Ed.D., Consultant  
Professional Services Division

### Report on the Distribution of Pre-Internship and Internship Grant Funds for 2000-2001

Professional Services Division  
June 20, 2000

#### Executive Summary

The California Commission on Teacher Credentialing is responsible for issuing a Request for Proposals for Pre-Intern and Intern Programs. This year \$22.8 million (\$11.8 million Pre-Intern and \$11 million Intern) is available to districts and universities to help meet California's shortage of qualified teachers. California statutes and Commission policy authorize the Executive Director to issue Alternative Certification Funds to those agencies that successfully respond to the Commission's Request for Proposals. This agenda provides information on the distribution of funds as a result of the Request for Proposal process and the procedures that were used for the issuance of Pre-intern and Teaching Internship Grants.

#### Policy Issues to be Resolved by the Commission

This is an information item. No Commission action is required.

#### Relationship to the Commission's Strategic Goals and Objectives

Goal one: To promote educational excellence in California schools.

Goal six: Work with schools of education, the Department of Education, and school districts to assure teacher quality.

## Fiscal Impact Summary

In the past six years the California Commission on Teacher Credentialing has distributed \$30 million in Teaching Internship Grants and in the last two years \$13.5 million in Pre-Internship Grants. These funds are Proposition 98 funds from the General Fund. The costs to administer the grant program are not included in the General Fund allocation; therefore, the administrative costs are borne by the base budget of the Professional Services Division.

## Background Information

In January, 2000 the California Commission on Teacher Credentialing approved the issuance of a Request for Proposals (RFP) for Intern and Pre-Intern programs. A single RFP was issued for both programs so those that wished to provide one response for both funding programs could do so. While programs continue to have an option to respond to one RFP or the other, for those program sponsors that are involved in both intern and pre-intern programs, the joint RFP allowed them to streamline their response by applying for both programs with one proposal.

The Commission also approved coordinating funding so that both programs would issue grants for two years, and the procedures for renewing a grant and distributing funds were streamlined. As a result of the Grant funding process, which occurred between January and June, 2000, there are now fifty-eight Pre-Intern Programs and seventy-five intern programs funded for 2000-2001. This total includes seventeen new programs. After providing background information, this agenda item describes the procedures that were used and the resulting funding of the grants.

## Enabling Legislation

**Intern.** On October, 1993, Governor Wilson signed AB 1161 (Quackenbush). This statute requires the Executive Director of the Commission on Teacher Credentialing to award grant funds to alternative certification programs that recruit, prepare and support intern teachers in California public schools (K-12).

AB 1161 defined alternative certification programs as *internship programs* in two categories. First, Education Code Section 44384 authorizes the Executive Director to award funds to *University Internship Programs* pursuant to the provisions of a 1967 statute. Second, §44384 authorizes the award of funds to *District Internship Programs* pursuant to a 1983 law. In AB 1161, lawmakers offered legislative and fiscal support for both kinds of *teaching internship programs*. In the enabling legislation, §44386 stipulates that grants will be allocated on a per capita basis (currently \$1,500), and the participants are required to match the grant amount, unless this would cause a hardship.

From 1993 to 1996, the State Budget included an appropriation of \$2 million from the General Fund for teaching internship programs. In February 1997, AB 18 (Mazzoni, Pringle) was passed and signed by the Governor. This bill increased the size of teaching internship grants to \$6.5 million. The bill added to the list of areas of focus for the grants helping districts meet the needs for teachers caused by reducing class size. The Governor's Budget for fiscal years 1998-99 and 1999-2000 increased the Teaching Internship Grant Budget to \$11 million.

**Pre-Intern.** In October, 1997, Governor Wilson signed AB 351 (Scott), to establish the Pre-Internship Grant Program to prepare emergency teachers for completing a teaching intern or regular credential program. AB 351 (Scott) defines a Pre-Internship Program as providing emergency teachers with "early, focused, and intensive preparation in the subject matter that they are assigned to teach and development in classroom management, pupil discipline, and basic instruction methodologies," including assistance in progressing into a teacher internship program. The Pre-Internship Program is intended to eventually replace the emergency permit system.

The funding amount for the first year of the Pre-internship Grant Program was \$2 million. In 1998, the amount available was increased to \$11.8 million. The grants are issued on a per capita basis (currently \$2,000). There is no matching funds requirement.

## Statutory Purposes of Intern and Pre-Intern Programs

**Intern.** Intern statutes have recognized several purposes for internship programs for

beginning teachers, which are summarized below.

- (1) The first purpose of internship programs is to expand the pool of qualified teachers by attracting persons who might not otherwise enter the classroom, including career changers, meeting subject matter and other shortages such as teachers of special education and teachers who are underrepresented in the teaching workforce.
- (2) While addressing these critical recruitment needs, the second purpose of teaching internships is to enable K-12 schools to respond immediately to pressing needs while providing professional preparation for interns that is as extensive and systematic as traditional programs, and that links education theory with classroom practice throughout each intern's preparation.
- (3) While addressing these recruitment *and* preparation needs, the third purpose of internships is to provide effective supervision and intensive support so each new intern's learning can be targeted to her/his needs, and so beginning teachers who are interns can extend, apply and refine what they learn about teaching in the course of their initial preparation.

**Pre-Intern.** The Pre-internship Program is designed to enable education agencies to provide the support and training necessary to assist teachers in the classroom on an emergency basis toward completion of teacher training so they can progress into a teaching internship as expeditiously as possible.

- (1) The program provides each pre-intern with intensive preparation in the subjects they are assigned to teach.
- (2) While addressing the subject matter needs, the program provides focused preparation in classroom management strategies, pupil discipline techniques, and basic instruction methodologies.
- (3) While addressing subject matter and curriculum needs, the program provides a support network for each pre-intern.

### **Prior Actions by the Commission**

**Intern.** The Commission has sponsored five "cycles" of funded internship programs since the 1993-94 fiscal year. Each cycle has encompassed two fiscal years because many internship programs are two years long. The Commission has previously taken action to affirm grant awards for each funding cycle through 1999. In each of the five intern grant cycles the RFP has been distributed to all districts, county offices and Commission approved postsecondary institutions. It has also been sent to any agency or individual that requested the RFP.

In 1993-94, a total of 29 programs received Intern Grant Funding. In the first year three RFP's were issued before all of the funding was allocated. One of the RFP's was issued to carry out the Executive Order of the Governor to initiate the *California Aerospace and Defense Workers Corps*. The purpose of the Corps was to attract persons into teaching who were dislocated because of cutbacks in aerospace and defense industries.

More than 2,600 interns were prepared in the first two cycles. These interns taught in 178 districts in 38 counties. More than 300 of these interns came to teaching after careers in the armed services or the aerospace industry. Two-thirds of the participants had a previous career before becoming a teacher.

Beginning in 1996, the Class Size Reduction Initiative substantially increased the demand for K-3 teachers. To help school districts meet this demand, the Commission took a series of policy actions. In one of these actions, the Commission adopted a plan to implement Assembly Bill 18 (Mazzoni, Pringle), which proposed to add \$4.5 million to the Commission's budget to expand internship programs for beginning teachers. The legislation specifically required expansion of internship programs to meet the needs of the Class Size Reduction Initiative.

More than 3,600 interns successfully completed their teaching assignment in the third cycle of grant programs. The majority of the interns continued to enter teaching after a career in another profession. Forty-five percent of the interns were from groups underrepresented in the teaching force. One third of the elementary teachers were males. Twelve percent of the interns taught in departmentalized classrooms in secondary or middle schools; fourteen percent served in special education classrooms.

In June 1998, the Commission received the report on the Fourth Cycle RFP. Fifty-eight teaching internship projects were funded and prepared more than 4,300 intern teachers. In January, 1999 the Commission approved the plan for the 1999-2000 RFP. In June of 1999, the Executive Director approved the award of the Teaching Internship Grant to 65 programs. These programs have pledged to prepare more than 7,900 teachers. These interns teach students in more than 410 school districts.

Every program that requested funds to recruit from aerospace, defense-related and military sources was funded. Every program that requested funds to fill mathematics and science teaching vacancies was funded. Programs served both urban areas and some of California's most remote areas. In addition to elementary and secondary teachers, grant recipients also included teachers in one of California's greatest shortage areas, special education. All programs provided instructional, support and assessment services designed to assure that interns would be successful in very difficult teaching settings.

In addition to the award of funding to prepare interns, the Commission also authorized the expenditure of funds to allow veteran projects to be partnered with new projects to provide assistance in much the same way that experienced teachers serve as support providers to interns. Funds were also approved for networking activities. The internship programs were divided into seven groups. Each network was to set their agenda to determine what issues they would address.

**Pre-Intern.** The Pre-Intern Program began serving emergency teachers in 1998-99. Seventeen local programs served a total of 957 pre-interns. As established by the legislation, pre-intern services were available only to multiple subject teachers during the first year. The program served a significantly higher percentage of males and individuals from underrepresented culture groups than are found in the state's teacher workforce, at 44% and 65% respectively in the first year. The program also enjoyed success in retaining teachers in its first year, with almost 90% of pre-interns remaining in the profession. This number is particularly significant when compared to the approximately 60% retention rate of emergency permit holders. The overall subject matter examination passing rate in the first year was 58.5%, with passing rates ranging from 20% to 85% among local programs.

The second year of the pre-intern program, 1999-00, saw a substantial increase in the number of local programs funded and the number of pre-interns served. A total of 51 local programs were funded to serve 6,342 pre-interns this year. The program was also expanded to serve teachers of special education and single subject teachers in the areas of mathematics, science and English. Information on distribution of pre-interns among these subject areas is currently being compiled but is not yet available. Demographic information, retention rates, and subject matter examination passing rates will also be available in the near future.

Funding proposed in this item for the third year of the Pre-Intern program reflects the static level of pre-intern funding. While nine new local programs will be funded, the number of pre-interns to be served will remain at approximately the same level as were served in the program's second year.

In addition to the funds to provide services to pre-interns, the Commission approved funds for special development work and for pre-intern networks. In January 1999 the Commission approved the distribution of \$100,000 of these funds to augment current local pre-intern programs that were involved in collaboratively developing program services for the benefit of all pre-intern programs. In January 2000 the Commission approved a staff recommendation to allocate an additional \$280,000 to support regional networks of pre-intern programs through the identification of several regional consultants to which this funding would be distributed for facilitation of regional activities. Funding for 2000-01 includes \$280,000 to continue regional network activities and \$50,000 to continue program development activities.

### **Review of Pre-Intern and Intern Proposals in 2000**

#### **Review Process for RFP's**

This year the RFP process was streamlined in several ways. Programs had the option of responding to a single RFP for both Intern and Pre-Intern programs, and continuing programs in good standing could respond by providing an "update" of their existing program. Five new programs and eight continuing programs elected to submit a joint funding proposal. Eight new intern and four new pre-intern program proposals were reviewed by review teams.

One intern and one pre-intern continuing proposal were also reviewed by teams. These fourteen proposed programs were reviewed by evaluators including teachers and interns, district administrators, university educators, and program coordinators. The names of those who served as reviewers are listed in [Table 1](#).

The funding criteria that were described in the RFP and used by the evaluators examine eight areas that are listed below.

- Need for and Leadership of the Program
- Number and Source of Participants to be Served
- Quality of Curriculum in the Instructional Program
- Quality of Support System
- Quality of Assessment of Participants
- Collaboration Among Participating Agencies
- Quality of Program Evaluation Plan
- Cost-Effectiveness and Budget for the Proposed Program

Before proposals were evaluated, the Commission's staff conducted a training session for the reviewers which included an overview of the purposes of the programs, a detailed explanation and discussion of the funding criteria (as listed above), and a collective review of two proposals to assure inter-rater reliability. Rating the first common proposal was the last activity of the training day. At the end of the training day, each member was given four additional proposals and score sheets. The task of each member was to read and score those programs they have received. One week later the reviewers reconvened. The first activity was to divide into teams and review the second common proposal. Following the team review, all twenty-seven readers met to review the common proposal and work out any needed protocols and reliability issues. For the remainder of the day the teams analyzed the proposals that they had read and scored individually, and arrived at a consensus score for each proposal.

In addition to giving a numeric score to each proposal, each team was asked to give a rating to each proposal. The five grades are as follows.

- 1) Superior proposal, no concerns
- 2) High quality, need for clarifications in a few areas
- 3) Good proposal, fund if team's substantive concerns are addressed
- 4) Fund this first year proposal as a pilot project if team's substantive concerns are addressed, and provide assistance to project
- 5) Proposal does not meet minimum standards of quality

**Table 1**  
**Evaluators of 2000 Pre-Internship and Internship Proposals**

Name	Affiliation
Amanda Brooke	Imperial County Office of Education
Leni Cook	CSU Dominguez Hills
Donna Dalton Opoku-Agyeman	Lake Elsinore Unified School district
Diane Della-Maggiore	Alisal Unifed School District
Mary Dolan	Los Angeles County Office of Ed.
Chris Fruzza	West Contra Costa USD
Francine Gelbwachs	UCLA
Marcia Gugerty	San Diego Unified School District
Joan Harwell	CSU San Bernardino
Nancy Johnson	Imperial County Office of Education
Gabe Hunter-Bernstein	UC Berkeley Extension



Catherine Lemmon	San Joaquin County Office of Ed.
Paula Lovo	Ventura County Office of Education
Frank Meder	Sacramento City Unified School Dist.
Viola Munoz	San Diego Unified School District
Ruth Norton	CSU San Bernardino
Sharon Russell	CSU Dominguez Hills
Karen Sacramento	New Haven Unified School District
Rachel Chavez Saldivar	Long Beach Unified School District
Patricia Sheehan	Ontario-Montclair School District
David Simmons	Ventura County Office of Education
Chuck Taylor	Kings County Office of Education
Dolores Villasenor	Pomona Unified School District
Stacie Williams	Compton Unified School District
Nina Winn	Orange County Office of Education
Matilde Zamora	Long Beach Unified School District
Loretta Zarow	New Haven Unified School District

Among the most important tasks of the reviewers is to develop a list of questions for each project as necessary. Some of the questions are for clarification purposes, while others raise substantive concerns including asking questions that would require a program revision to answer the question. In the week following the review, staff faxes to each project the list of questions and allows ten days for the proposed program's administrators to formulate the answers. A phone interview is arranged with all programs that have sought funding to discuss the answers to the questions. The ability to provide satisfactory answers to the questions determines the level of funding recommended for that project to the Executive Director.

Programs that have previously received grants are required to resubmit a response to the Request for Proposals every two years. Over the six years of the internship funding, eighty percent of the programs have chosen to renew their grants. This year, four of sixty-five previously funded intern programs chose not to request funding for this cycle. One pre-intern program did not request continued funding.

Programs that are in the middle of the two-year cycle are allowed to request an augmentation to their grant if they find that the demand for interns is greater than they had originally predicted. The process for requesting the augmentation is simpler than responding to a full RFP. Program Directors submit a request outlining the circumstances that caused them to need a budget augmentation. They describe any changes that they plan on making to their original proposal. They respond to any new requirements in the RFP, and submit a new proposed budget. Seven internship and twenty-nine pre-internship programs requested and received augmentations to second year funding. These requests were reviewed by the Project Officer and recommended to the Executive Director for funding.

Five intern programs requested additional funds because of hardship circumstances as allowed by the internship funding statutes. In each case the hardship was caused because there were fixed costs that could not be covered by the per capita amount of the grant.

### **Teaching Pre-Internships and Internships Approved for Funding by the Executive Director for 2000-2001**

Eleven million dollars from the General Fund is available in the 1999-2000 budget for funding Teaching Internship programs. There is \$11.8 million available in the Pre-Internship budget. [Table 2](#) and [3](#) display the allocation of those funds. In addition to new funding that is available, because this is a program that funds grants on a per capita basis, those projects that are unable to prepare the number of interns that they pledged to prepare are required to carry over funds. The Pre-Internship program received an additional \$90,000

from the Teacher Quality (federal) Grant to complement state funding.

This year, grant awards were made to seventy-five internship and sixty pre-intern programs. This is an increase of nine internship projects and nine pre-internship projects. The projects have pledged to prepare slightly fewer than 8,000 interns and slightly more than 6,700 pre-interns. While pre-intern programs proposed to serve nearly 1,000 more pre-interns than were served in the previous year, funding limitations resulted in no substantial change in the number of pre-interns to be served this year. The number of interns to be served this year is an increase of over 3,000 from the number prepared in the previous year.

This year the Governor's budget includes language that would increase the per capita funding amount on teaching internship programs to \$2,500 per intern while leaving the matching funds at \$1,500. The Governor's budget contains sufficient funds to allow the increase in the size of the grant as well as expand current programs and add new programs. If the per capita amount increase is

**Table 2**  
**Distribution of Internship Grant Funds 2000/2001**

Program Number	Continuing Programs	99-2000 Carryover/ Transfer	Total Interns for 2000/ 2001	Total 2000/2001 Funding Request	2000-2001 Total Grant at \$1500 Plus Hardship, Minus Carryover	Other Funding	Total Check to Program
601	Fullerton Special Education	\$ -	60	\$ 90,000	\$ 90,000	\$ 3,000	\$ 93,000
602	San Francisco Secondary	\$ 36,000	44	\$ 66,000	\$ 30,000	\$ 3,000	\$ 33,000
603	Ventura County Multiple Subject	\$ 24,000	90	\$ 135,000	\$ 111,000	\$ 3,000	\$ 114,000
604	San Joaquin District Intern (IMPACT)	\$ 25,500	225	\$ 337,500	\$ 312,000	\$ 3,000	\$ 315,000
605	San Juan USD	\$ 31,500	0	\$ -	\$ (31,500)	\$ -	\$ -
608	CSU Stanislaus-Merced	\$ -	61	\$ 91,500	\$ 102,000	\$ 43,000	\$ 145,000
609	CSU Stanislaus-San Joaquin	\$ -	89	\$ 133,500	\$ 141,000	\$ 3,000	\$ 144,000
611	CSU Los Angeles/Montebello	\$ -	20	\$ 30,000	\$ 30,000	\$ 3,000	\$ 33,000
612	Santa Clara University	\$ 16,500	30	\$ 45,000	\$ 28,500	\$ 3,000	\$ 31,500
613	Pasadena Unified School District	\$ 43,500	60	\$ 90,000	\$ 46,500	\$ 4,000	\$ 50,500
614	Compton District Intern	\$ -	38	\$ 76,000	\$ 97,500	\$ 3,000	\$ 100,500
615	CSU Northridge-LAUSD (Single Subj)	\$ 31,500	120	\$ 180,000	\$ 148,500	\$ 3,000	\$ 151,500
516	CSU Bakersfield	\$ 51,000	0	\$ -	\$ (51,000)	\$ -	\$ -
617	San Gabriel Valley Consortium	\$ 192,000	128	\$ 192,000	\$ -	\$ 4,000	\$ 4,000
618	San Francisco Elementary	\$ 55,500	44	\$ 66,000	\$ 10,500	\$ 4,000	\$ 14,500
619	CSU Chico/Shasta	\$ -	40	\$ 60,000	\$ 60,000	\$ 3,000	\$ 63,000
620	San Jose State Elementary	\$ 3,000	93	\$ 139,500	\$ 136,500	\$ 43,000	\$ 179,500
621	San Diego Unified Secondary	\$ 6,000	29	\$ 43,500	\$ 37,500	\$ 3,000	\$ 40,500
622	Long Beach Partnership	\$ 9,000	75	\$ 112,500	\$ 103,500	\$ 43,000	\$ 146,500
623	Alameda COE (TIPAC)	\$ 60,000	70	\$ 105,000	\$ 45,000	\$ 3,000	\$ 48,000
625	Oakland USD/JFK University	\$ 15,000	16	\$ 24,000	\$ 9,000	\$ 4,000	\$ 13,000
626	San Diego Elementary	\$ 16,500	33	\$ 49,500	\$ 33,000	\$ 4,000	\$ 37,000
627	CSU Long Beach	\$ 52,500	59	\$ 88,500	\$ 36,000	\$ 3,000	\$ 39,000
628	Sacramento City	\$ 3,000	88	\$ 132,000	\$ 129,000	\$ 43,000	\$ 172,000
629	CSI Northridge-LAUSD (Elementary)	\$ 195,000	87	\$ 130,500	\$ (65,000)	\$ 3,000	\$ -
630	Riverside COE-CSU San Bernardino	\$ -	245	\$ 367,500	\$ 435,000	\$ 3,000	\$ 438,000
631	Alum Rock Union Elementary	\$ 120,000	80	\$ 120,000	\$ -	\$ 3,000	\$ 3,000
632	San Joaquin COE	\$ 7,500	60	\$ 90,000	\$ 82,500	\$ 3,000	\$ 85,500
633	Orange County District Intern	\$ 63,000	60	\$ 90,000	\$ 27,000	\$ 3,000	\$ 30,000
634	UC Santa Cruz	\$ 67,500	0	\$ -	\$ (67,500)	\$ -	\$ -
635	Pacific Oaks College	\$ 12,000	8	\$ 12,000	\$ -	\$ 3,000	\$ 3,000
637	Alhambra/CSULA/LAUSD Spec Ed.	\$ 30,000	80	\$ 120,000	\$ 90,000	\$ 4,000	\$ 94,000

638	CSULB/Long Beach Spec. Ed.	\$ 18,000	30	\$ 45,000	\$ 27,000	\$ 3,000	\$ 30,000
639	CSU Monterey Bay	\$ 58,500	125	\$ 187,500	\$ 129,000	\$ 3,000	\$ 132,000

<div>Table 2 (Continued)</div> <div>Distribution of Internship Grant Funds 2000/2001</div>							
Program Number	Programs Completing First Year	99-2000 Carryover/ Transfer	Total Interns for 2000/ 2001	Total 2000/2001 Funding Request at \$1500	2000-2001 Total Grant at \$1500 Plus Hardship, Minus Carryover	Other Funding	Total Check to Program
640	Cal State Teach Intern	\$ 1,243,500	829	\$ 1,243,500	\$ -	\$ 3,000	\$ 3,000
641	Cal Lutheran	\$ 37,500	25	\$ 37,500	\$ -	\$ 3,000	\$ 3,000
642	Concordia University	\$ 21,000	14	\$ 21,000	\$ -	\$ 3,000	\$ 3,000
643	SDSU Imperial Valley	\$ 2,000	60	\$ 120,000	\$ 118,000	\$ 3,000	\$ 121,000
644	Kings County COE	\$ 52,500	60	\$ 90,000	\$ 37,500	\$ 3,000	\$ 40,500
645	Santa Clara COE/Silicon Valley	\$ 72,000	12	\$ 18,000	\$ (54,000)	\$ 3,000	\$ -
646	Tulare COE	\$ -	30	\$ 45,000	\$ 45,000	\$ 3,000	\$ 48,000
647	UCLA Center X	\$ 60,000	40	\$ 60,000	\$ -	\$ 3,000	\$ 3,000
648	Whittier College	\$ -	40	\$ 60,000	\$ 60,000	\$ 3,000	\$ 63,000
649	San Jose State University-Secondary	\$ 75,000	50	\$ 75,000	\$ -	\$ 3,000	\$ 3,000
650	Saugus USD	\$ 90,000	60	\$ 90,000	\$ -	\$ 3,000	\$ 3,000
651	Lake Elsinore/I-15	\$ 6,000	50	\$ 75,000	\$ 69,000	\$ 3,000	\$ 72,000
652	CSU Chico/Yuba Veteran Continuing Programs	\$ 10,500	40	\$ 60,000	\$ 49,500	\$ 3,000	\$ 52,500
653	Northeastern California Special Ed.	\$ -	110	\$ 165,000	\$ 186,000	\$ 4,000	\$ 190,000
654	Project Pipeline	\$ 27,000	110	\$ 165,000	\$ 138,000	\$ 3,000	\$ 141,000
655	CSU Fullerton-Multiple Subject	\$ -	70	\$ 106,500	\$ 106,500	\$ 3,000	\$ 109,500
657	CSU Fresno	\$ 18,000	100	\$ 150,000	\$ 132,000	\$ 5,000	\$ 137,000
658	Imperial County SELPA	\$ 41,500	22	\$ 44,000	\$ 2,500	\$ 3,000	\$ 5,500
660	Los Angeles USD-LISTOS	\$ 421,200	1673	\$ 3,011,400	\$ 2,590,200	\$ 43,000	\$ 2,633,200
661	New Haven MS & SS Partnership	\$ 21,000	45	\$ 67,500	\$ 46,500	\$ 3,000	\$ 49,500
662	Oakland/CSU Hayward	\$ 273,000	350	\$ 525,000	\$ 252,000	\$ 3,000	\$ 255,000
665	San Bernardino/Riverside MM	\$ 1,500	52	\$ 78,000	\$ 76,500	\$ 3,000	\$ 79,500
670	Long Beach A/C District Intern	\$ 30,000	45	\$ 67,500	\$ 37,500	\$ 3,000	\$ 40,500
671	CSU Dominguez Hills/Hawthorne USD	\$ 363,000	400	\$ 600,000	\$ 237,000	\$ 3,000	\$ 240,000
674	Cal Poly Pomona	\$ 60,000	130	\$ 195,000	\$ 135,000	\$ 43,000	\$ 178,000
675	BECA	\$ -	105	\$ 157,500	\$ 175,500	\$ 43,000	\$ 218,500
676	Elk Grove USD	\$ -	15	\$ 22,500	\$ 25,500	\$ 3,000	\$ 28,500
677	CSU Northridge Spec. Ed.	\$ 22,500	75	\$ 112,500	\$ 90,000	\$ 3,000	\$ 93,000
680	Ontario-Montclair	\$ -	65	\$ 97,500	\$ 102,000	\$ 4,000	\$ 106,000
681	West Contra Costa USD	\$ 87,000	105	\$ 210,000	\$ 123,000	\$ 4,000	\$ 127,000
682	UCLA Extension	\$ 4,500	76	\$ 114,000	\$ 109,500	\$ 3,000	\$ 112,500
683	UC Berkeley Extension	\$ 12,000	61	\$ 91,500	\$ 79,500	\$ 3,000	\$ 82,500

<div>Table 2 (continued)</div> <div>Distribution of Internship Grant Funds 2000/2001</div>							
Program Number	New Programs	99-2000 Carryover/ Transfer	Total Interns for 2000/ 2001	Total 2000/2001 Funding Request	2000-2001 Total Grant at \$1500 Plus Hardship, Minus Hardship	Other Funding	Total Check to Program
684	Point Loma Nazarene College	\$ -	20	\$ 30,000	\$ 30,000	\$ 4,000	\$ 34,000
685	Kern County Office of Education	\$ -	200	\$ 300,000	\$ 300,000	\$ 4,000	\$ 304,000
686	Kern High School/CSU Bakersfield	\$ -	125	\$ 187,500	\$ 187,500	\$ 4,000	\$ 191,500

687	Vallejo City Unified School District	\$ -	20	\$ 30,000	\$ 30,000	\$ 4,000	\$ 34,000
688	San Diego USD/SDSU - Spec. Ed	\$ -	20	\$ 30,000	\$ 30,000	\$ 4,000	\$ 34,000
689	San Diego USD/San Marcos - Spe. Ed.	\$ -	41	\$ 61,500	\$ 61,500	\$ 4,000	\$ 65,500
690	San Francisco USD- Special Education	\$ -	44	\$ 66,000	\$ 66,000	\$ 4,000	\$ 70,000
691	Bakersfield City Schools	\$ -	45	\$ 67,500	\$ 67,500	\$ 4,000	\$ 71,500
692	Fontana USD/University of Redlands	\$ -	140	\$ 210,000	\$ 210,000	\$ 4,000	\$ 214,000
693	Patten College/Oakland USD	\$ -	20	\$ 30,000	\$ 30,000	\$ 4,000	\$ 34,000
694	Patten College/Newark USD	\$ -	5	\$ 7,500	\$ 7,500	\$ 4,000	\$ 11,500
695	San Mateo County Office of Education	\$ -	75	\$ 112,500	\$ 112,500	\$ 4,000	\$ 116,500
696	Oceanside USD	\$ -	5	\$ 7,500	\$ 7,500	\$ 4,000	\$ 11,500
697	University of La Verne	\$ -	20	\$ 30,000	\$ 30,000	\$ 4,000	\$ 34,000
	<b>Grand Total</b>	<b>\$ 4,295,700</b>	<b>7,986</b>	<b>\$ 12,594,900</b>	<b>\$ 8,452,200</b>	<b>\$ 536,000</b>	<b>\$9,251,200</b>

authorized in the budget and in statute, the Commission staff will request that each program submit a request for increased funding for up to \$1,000 of additional funding for interns to be prepared in 2000-2001. The funds will be taken from those that have been encumbered for this purpose and from the 2000-2001 Alternative Certification allocation.

**Table 3**  
**Distribution of Pre-Internship Grant Funds 2000-2001**

<b>PROGRAM SPONSOR</b>	<b>PRE-INTERNS SERVED IN 1999-2000</b>	<b>FUNDING AMOUNT 1999-2000</b>	<b>CARRY-OVER*</b>	<b>PRE-INTERNS PROJECTED 2000-2001</b>	<b>FUNDING AMOUNT 2000-2001</b>
Alameda COE	75	150,000	0	135	270,000
Alameda COE (CSU)	225	1,000,000	550,000	300	50,000
Alhambra School District	20	90,000	34,000	45	56,000
Alisal Unified School District	30	60,000	0	30	60,000
Alum Rock Union Elementary School Dist	77	154,000	0	80	160,000
Antelope Valley Unified School District	47	200,000	107,000	115	123,000
Azusa Unified School District	29	58,000	0	32	64,000
Baldwin Park Unified School District	40	80,000	0	65	160,000
Claremont Unified School District	62	192,000	80,000	89	98,000
Clovis Unified School District	25	50,000	0	35	70,000
Downey Unified School District	29	86,000	28,000	57	86,000
El Rancho Unified School District	100	270,000	35,000	150	265,000
Fresno Unified School District	105	234,000	24,000	105	186,000
Glendale Unified School District	24	48,000	0	30	60,000

Hawthorne School District	100	200,000	0	200.5	401,000
Imperial COE	62	164,000	50,000	150	250,000
Kern COE	40	218,000	158,000	150	142,000
Kings COE	46	154,000	62,000	70	78,000
Lancaster Elementary School District	16	82,000	66,000	41	82,000
Long Beach Unified School District	87	400,000	226,000	200	174,000
Los Angeles COE	170	340,000	0	200	400,000
Los Angeles USD	1495	3,200,000	210,000	1600	2,990,000
Madera Unified SD	5	50,000	40,000	20	0
Merced COE	15	120,000	90,000	80	70,000
Milpitas USD	0	100,000	100,000		0

**Table 3 Continued**  
**Distribution of Pre-Internship Grant Funds 2000-2001**

<b>PROGRAM SPONSOR</b>	<b>PRE-INTERNS SERVED IN 1999-2000</b>	<b>FUNDING AMOUNT 1999-2000</b>	<b>CARRY-OVER*</b>	<b>PRE-INTERNS PROJECTED 2000-2001</b>	<b>FUNDING AMOUNT 2000-2001</b>
Montebello Unified School District	104	230,000	84,000	140	196,000
Monterey COE	50	100,000	0	50	100,000
Northeastern Consortium (CSUC)	13	80,000	67,000	40	13,000
Norwalk-La Mirada School District	30	60,000	0	80	160,000
Oakland Unified School District	200	422,000	22,000	250	478,000
Ontario-Montclair School District	80	160,000	0	80	160,000
Orange COE	191	550,000	182,000	200	218,000
Palmdale School District	68	144,000	44,000	90	136,000
Pasadena Unified School District	110	280,000	60,000	110	160,000
Pomona Unified School District	43	100,000	14,000	60	106,000
Riverside COE	313	904,000	378,000	500	622,000
Sacramento City Unified School District	50	100,000	0	50	100,000
Sacramento COE	60	128,000	8,000	60	112,000
San Diego City Schools*	17	44,000	10,000	50	*90,000

San Francisco Unified School District	32	290,000	226,000	90	0
San Joaquin COE	150	300,000	0	230	460,000
Santa Clara COE	14	100,000	72,000	50	28,000
Santa Cruz COE	25	50,000	0	100	200,000
Solano COE	16	80,000	40,000	40	40,000
Stanislaus COE	30	100,000	40,000	70	100,000
Torrance USD	20	150,000	130,000	75	20,000
Tulare COE	55	110,000	0	70	140,000
Ventura COE	120	302,000	62,000	120	178,000
West Contra Costa COE	60	120,000	0	100	200,000
Yuba COE	30	80,000	20,000	30	40,000
<b>TOTALS</b>	<b>4805</b>	<b>12,684,000</b>	<b>3,319,000</b>	<b>6714.5</b>	<b>10,352,000</b>

\* Carryover results when a program serves fewer pre-interns than it was funded to serve.

\*Funded through Title II (Federal)

#### Funding Distribution -New Pre-Internship Programs

Based on recommendations of the proposal review panel, staff identified nine new pre-intern programs suitable for funding to begin serving pre-interns in the 2000-2001 fiscal year. The table below provides the sponsoring local education agency for each program, the number of districts each program serves, the number of pre-interns to be served, and the funding each program will receive. As with all pre-intern programs, funding is based on \$2000 for each pre-intern to be served, as established by the statute.

**Table 4**  
**Funding of New Pre-Internship Programs**

<b>PROGRAM SPONSOR</b>	<b>NUMBER OF PARTICIPATING DISTRICTS</b>	<b># OF PRE-INTERNS PROPOSED</b>	<b># OF PRE-INTERNS FUNDED</b>	<b>FUNDING AMOUNT</b>
Alhambra USD/CSULA Special Education	8	25	25	50,000
Anaheim Unified School District	1	30	30	60,000
Bakersfield City Schools	1	65	65	130,000
Fontana Unified School District	1	310	185	370,000
Oceanside Unified School District	1	10	10	20,000
Placer County Office of Education	3	30	30	60,000
San Mateo County Office of Education	13	150	100	200,000
Saugus Unified School District	3	40	30	60,000
Walnut Valley Unified School	3	100	80	160,000



District				
<b>Totals</b>	<b>34</b>	<b>760</b>	<b>555</b>	<b>1,110,000</b>

### Funding Distribution -Developmental Grants for Pre-Internship Programs

In June 1999, staff requested and received Commission approval to use a portion of pre-intern funding to develop subject matter development materials to be used by pre-intern program directors. Staff released a request for proposals for these subject matter projects in September 1999, and through a competitive proposal review process selected two proposals to develop subject matter and test preparation materials for use in preparing pre-interns to pass the MSAT. Based on the success of these efforts, and with Commission approval, staff released a second RFP in January 2000 to develop subject matter preparation materials for single subject areas of mathematics, science and English. A review of these proposals resulted in the selection of three local education agencies to receive funding to support the development of materials designed to assist in the preparation of single subject pre-interns to meet the subject matter competence requirement. The table below identifies the three agencies that submitted the selected proposals, the project each agency has proposed to undertake, and the funding they will receive to support these efforts.

**Table 5**  
**Distribution of Developmental Grants to Pre-Intern Programs**

<b>Agency</b>	<b>Project</b>	<b>Funding Amount</b>
Kings County Office of Education	On-line Subject Matter Preparation Distribution	\$15,000
Riverside County Office of Education	English Subject Matter Preparation	\$15,000
Ventura County Office of Education	Mathematics and Science Subject Matter Preparation	\$20,000

### Funding Distribution -Regional Networking Grants

In response to the Commissioners' approval in January 2000 to allocate funding to develop regional support networks, staff distributed funds to each of six local education agencies selected to serve as regional consultants and one Local Education Agency to work with the six regions. This funding is provided annually to facilitate local activities that focus on specific needs of the individual regions. The table below provides the distribution of this year's regional networking grants to support these activities.

**Table 6**  
**Pre-Intern Regional Networks**

<b>Regional Consultant</b>	<b>Funding Amount</b>
Baldwin Park Unified School District	\$37,000
Contra Costa County Office of Education	\$58,000
Kern County Office of Education	\$37,000
Los Angeles County Office of Education	\$37,000
Orange County Department of Education	\$37,000
San Joaquin County Office of Education	\$37,000
Santa Clara County Office of Education	\$37,000

### District and University Participation in Intern Grants

Table 7 displays the school districts that are partners in the teaching internship grants. The participants that are new this year are listed in italics. There are fifty-two new participating districts. The total number of participating districts is 465. Those districts that are participating with more than one project are noted by the number of projects following their

Table 7

### Alphabetical List of School Districts and County Offices of Education to Co-Sponsor Teaching Internships in the Fifth Funding Cycle

(Numbers in parentheses indicate the number of internships with which the LEA is involved. Those agencies that have been added in the fourth cycle of funding appear in *italics*.)

ABC Unified School District <b>(2)</b>	Brawley Elementary School District
Adelanto School District <b>(2)</b>	Brawley Union High School District
Alameda County Office of Education <b>(2)</b>	Brea-Olinda Unified School District
Alameda Unified School District	<i>Briggs Elementary School District (2)</i>
Alhambra School District <b>(3)</b>	Browns Elementary School District
Alisal Union School District	Buena Vista Elementary School District
Alpaugh Unified School District	Burbank School District
Alta Loma School District <b>(3)</b>	<i>Burlingame Elementary School District</i>
Alta Vista Elementary School District	<i>Burnt Ranch School District</i>
Alum Rock Union ESD <b>(2)</b>	Burton Elementary School District
Alview-Dairyland ESD	Butte County Office of Education <b>(2)</b>
Alvina School District	Butte Valley Unified School District
<i>Alvord School District</i>	<i>Butteville Elementary School District</i>
Anaheim City School District <b>(3)</b>	
<i>Anaheim Union High School District</i>	<i>Cabrillo Unified School District</i>
Antelope Valley SELPA	California Youth Authority <b>(4)</b>
<i>Antelope Valley Union High School District</i>	Calexico Unified School District
Apple Valley Unified School District <b>(2)</b>	Calipatria Unified School District
Arcadia School District	Campbell Union School District
<i>Arvin Union School District</i>	Capistrano Unified School District
Armona Elementary School District	Cascade Union Elementary School District
Atwater Elementary School District	Castro Valley Unified School District
Azusa Unified School District <b>(5)</b>	<i>Castaic Union School District</i>
	Cayucos Elementary School District
Baker Valley Unified School District	Center Unified School District
Bakersfield City School District	Central Elementary SD <b>(2)</b> (Kern)
Baldwin Park Unified School District <b>(3)</b>	<i>Central Elementary SD (San Bernardino)</i>
Ballico-Cressey Elementary School District	Central Unified School District (Fresno)
Banta Elementary School District	Central Union High School District (Imprl)
Bangor Unified School District	Centralia School District <b>(2)</b>
Barstow Unified School District	Ceres Unified School District
Bass Lake Joint Union ESD	Chaffey Joint Union High School District
Bassett Unified School District	Charter Oak Unified School District
<i>Bear Valley USD</i>	Chatom Unified School District
Bellflower Unified School District <b>(2)</b>	Chico Unified School District
Berkeley Unified School District <b>(2)</b>	Chino Valley Unified School District <b>(2)</b>
Berryessa Union School District	Chowchilla Elementary School District
Big Springs Union Elementary School District	Chualar School District
Biggs Unified School District	Claremont Unified School District <b>(2)</b>
Bonita School District	Cloverdale Unified School District
Bonsall Union School District	Clovis Unified School District

Table 7 (Continued): Co-Sponsoring Local Education Agencies

Coachella Valley Joint Unified SD	Exeter Union Elementary School District
Coalinga-Huron School District	
<i>Coarsegold Union School District</i>	Fallbrook Union Elementary School District
Colton Joint Unified School District <b>(2)</b>	Farmersville Unified School District
Colusa County Office of Education	Fillmore Unified School District
Colusa Unified School District	Firebaugh-Las Deltas Unified
Compton Unified School District	Folsom-Cordova Unified School District
<i>Corcoran Unified School District</i>	Fontana Unified School District <b>(4)</b>
<i>Corning Union Elementary School District</i>	Foresthill Union School District
Corona-Norco Unified School District <b>(4)</b>	Forks of Salmon School District
<i>Cottonwood Union School District</i>	Fort Jones Union Elementary School District
Covina Valley Unified School District	Fountain Valley School District

Cucamonga Unified School District **(2)**  
 Cupertino Union School District  
 Cutler-Orosi Unified School District

Davis Joint Unified School District  
 Delano Unified School District **(2)**  
*Del Paso Heights Elementary SD*  
 Delhi Unified School District  
 Delta Island Union Elementary District  
 Delta View Joint Union School District  
*Desert Center USD*  
 Desert Sands Unified School District  
 Dinuba Public Schools  
 Dos Palos-Oro Loma Joint Unified SD  
 Douglas City Elementary School District  
 Downey Unified School District **(2)**  
 Dry Creek Joint Union School District  
 Duarte Unified School District **(2)**  
 Dunsmuir Joint Union High School District

Earlimart School District  
 East Whittier School District  
 East Side Union High School District  
 El Centro School District **(2)**  
 Elk Grove Unified School District  
 El Monte School District  
 El Rancho Unified School District  
*El Tejon Unified School District*  
 Emery Unified School District **(2)**  
 Enterprise School District  
 Escalon Unified School District **(2)**  
 Etiwanda School District  
 Etna Union Elementary School District  
 Etna Union High School District  
 Eureka City School District  
 Eureka Union School District  
 Evergreen School District

*Fowler Unified School District*  
 Fremont Unified School District **(2)**  
 Fremont Union High School District  
 Fresno County Office of Education  
 Fresno Unified School District  
 Fullerton School District **(2)**  
*Fullerton High School District*

Galt Joint Union ESD **(2)**  
 Garden Grove Unified School District **(2)**  
 Garvey Unified School District  
 Gilroy Unified School District  
 Glendale Unified School District  
 Glendora Unified School District  
 Glenn County Office of Education **(2)**  
 Golden Feather Union School District  
 Golden Plains Unified School District  
 Gonzales Unified School District  
*Grant Elementary School District*  
 Grant Joint Union High School District **(2)**  
 Greenfield Unified School District  
 Grenada Elementary School District  
 Gridley Union High School District  
 Gridley Elementary Union School District  
*Gustine Unified School District*

Hacienda-La Puente USD **(3)**  
*Hamilton Union HSD*  
 Hanford Elementary School District  
 Hanford Union High School  
 Happy Camp Elementary School **(2)**  
*Hawthorne School District*  
 Hayward Unified School District **(2)**  
 Heber Elementary School District  
*Helendale USD*  
 Hemet Unified School District  
 Hesperia Unified School District  
*Hilmar Unified School District*  
 Holt Union Elementary School District

**Table 7 (Continued): Co-Sponsoring Local Education Agencies**

Holtville Unified School District  
 Hueneme School District  
*Hughson Unified School District*  
*Humboldt County Office of Education*

Imperial County Office of Education  
 Imperial Unified School District **(2)**  
 Inglewood Unified School District  
 Island Union School District  
 Irvine Unified School District

Janesville Union School District **(2)**  
 Jefferson Elementary School District **(2)**  
*Jefferson Union High School District*  
 Junction School District (Shasta Co.)  
*unction School District (Siskiyou Co.)*  
 Jurupa Unified School District

*Kelseyville Unified School District*  
*Keppel Union School District (2)*  
 Kerman Unified School District  
 Kern County Superintendent of Schools  
*Kern High School District*

Livingston Union School District  
 Lodi Unified School District **(3)**  
 Lompoc Unified School District  
 Long Beach Unified School District **(7)**  
 Los Angeles County Office of Education **(2)**  
 Los Angeles Unified School District **(8)**  
*Los Banos Unified School District*  
*Los Nietos School District*  
 Lowell Joint School District  
*Lucerne Valley USD*

Magnolia Union School District  
 Manteca Unified School District **(2)**  
 Manton Joint Union School District **(2)**  
 Manzanita Elemenatry School District **(2)**  
*Maple School District*  
 Marcum-Illinois Union SD **(2)**  
 Mariposa County Unified School District  
 Marysville Unified School District  
 Maxwell Unified School District  
 McCabe Union School District

*Keyes Elementary School District*  
 Kings Canyon Unified School District  
 King City School District  
 Kit Carson Union School District  
  
*Laguna Salada Union SD*  
 La Habra City School District(2)  
*La Honda-Pescadero Unified School District*  
*Lake Elementary SD*  
 Lake Elsinore Unified School District  
 Lake Tahoe Unified School District  
 Lammersville Elementary School District  
 Lamont School District  
*Lancaster Elementary School District (3)*  
 Lassen County Office of Education (2)  
 Lassen Union High School District  
*Las Lomitas Elementary School District*  
*Las Virgenes Unified School District*  
 Laton Unified School District  
*Lawndale Elementary School District*  
*Le Grand Union School District*  
 Lemoore Union Elementary School District  
 Lemoore Union High School District  
 Lewiston Elementary School District  
 Liberty School District  
 Lincoln Unified School District (2)  
 Linden Unified School District (2)  
 Lindsay Unified School District  
 Little Lake City School District  
 Live Oak Unified School District

McFarland Unified School District (2)  
 Meadows Union School District  
 Mendota Unified School District  
*Menlo Park City School District*  
*Memiffee Union SD*  
 Merced City Elementary School District  
 Merced County Office of Education  
*Merced River School District*  
 Meridian Elementary School District  
 Mesa Union Elementary School District  
*Millbrae Elementary School District*  
 Milpitas Unified School District (2)  
 Modoc County Office of Education(2)  
 Monrovia School District  
 Monson-Sultana Joint Union District  
 Montebello Unified School District (2)  
 Monterey County Office of Education  
 Monterey Peninsula Unified School District  
 Moorpark Unified School District (2)  
 Moreland School District  
 Moreno Valley Unified School District  
 Moroc Joint Unified School District  
 Morongo Unified School District  
 Mountain View School District  
*Mount Baldy Joint SD*  
 Mt Diablo Unified School District  
 Mt View School District (El Monte)  
*Mountain View School District (Santa Clara)*

**Table 7 (Continued): Co-Sponsoring Local Education Agencies**

Mt. Shasta Union School District (2)  
 Mt. View School District (Ontario) (2)  
 Mountain View High School District  
 Mulberry School District  
 Murrieta Valley Unified School District  
 Natomas School District  
*Needles USD*  
*Newhall School District*  
 New Haven Unified School District  
 New Hope Elementary School District  
 New Jerusalem Elementary School District  
 Newark Unified School District (3)  
 Newman-Crows Landing Unified School Dist.  
 North Monterey Unified School District  
 North Sacramento School District  
 Norwalk La Mirada Unified School Dist. (5)  
 Nuestro Elementary SD  
 Nuvview Union School District

*Oakdale Joint School District*  
 Oak Grove School District  
*Oak Valley Unified School District*  
 Oak View Union ESD(2)  
 Oakland Unified School District (5)  
 Ocean View School District  
 Oceanside Unified School District (2)  
 Ojai Unified School District  
 Ontario-Montclair School District (3)  
 Orange Center School District  
 Orange County Office of Education (2)  
 Orange Unified School District (2)  
*Orland Unified School District (2)*

Perris Elementary School District  
 Petaluma City Elementary School District  
 Piedmont Unified School District  
 Pierce Joint Union SD  
 Pioneer Union School District  
 Pittsburg Unified School District  
 Pixley Union School District  
 Placentia-Yorba LindaUSD (3)  
 Placer County Office of Education  
 Planada School District  
 Pleasant Grove Joint USD  
 Pleasant Valley School District  
 Pleasanton Unified School District  
 Plumas County Office of Education  
 Plumas Elementary School District  
 Pomona Unified School District  
 Porterville Public Schools

*Ravenswood City School District*  
 Raisin City School District  
 Reef Sunset Unified School District  
 Red Bluff Union High School District  
 Redding School District  
 Redlands Unified School District (2)  
*Redwood City School District*  
 Rialto Unified School District (3)  
 Richfield Elementary School  
 Richgrove School District  
*Richland School District*  
*Rim of the World USD*  
 Rio School District  
 Ripon Unified School District



Oro Grande School District  
Oroville Elementary School District  
Oroville Union High School District **(2)**  
Oxnard Elementary School District  
Oxnard Union High School District  
  
Pacheco Union School District  
Pacific Grove School District  
Pajaro Valley School District  
*Palermo Union SD*  
Palmdale School District **(2)**  
Palm Springs Unified School District  
*Palo Alto Unified School District*  
Palo Verde Unified School District  
Paradise Unified School District **(2)**  
Paramount Unified School District **(2)**  
Pasadena Unified School District **(2)**  
Pasa Robles Joint Unified School District  
Patterson Joint Unified School District

Riverbank Elementary School District  
Riverdale Joint Union ESD  
Riverside County SELPA  
Riverside Unified School District **(2)**  
Robla School District  
Rocklin Unified School District  
Rohner Park-Cotati Unified School District  
*Romoland Elementary SD*  
*Rosedale Union School District*  
Roseland School District  
Rosemead School District  
Roseville City School District  
*Round Valley USD*  
Rowland Unified School District **(3)**  
  
Sacramento City Unified School District **(2)**  
Sacramento County Office of Education  
Saddleback Valley USD**(2)**  
*Salida Unified School District*

**Table 7 (Continued): Co-Sponsoring Local Education Agencies**

Salinas City School District  
Salinas Union High School District  
San Benito County Office of Education  
San Bernardino City Unified School District  
San Bernardino County Supt. of Schools  
San Diego City Schools **(5)**  
San Diego County Office of Education  
San Francisco Unified School District **(3)**  
*San Jacinto USD*  
San Juan Unified School District  
San Joaquin County Office of Education **(2)**  
San Jose Unified School District  
San Juan Unified School District  
San Leandro Unified School District  
San Lorenzo Unified School District  
*San Mateo Union High School District*  
San Pasqual Valley USD  
Sanger Unified School District  
Santa Ana Unified School District **(3)**  
Santa Clara Unified School District **(2)**  
Santa Cruz City School District  
Santa Cruz County Office of Education  
Saugus Union School District **(2)**  
Saugus Union School District  
Selma Unified School District  
*Sequoia Union Elementary SD*  
Shasta County Office of Education **(2)**  
Shasta Union High School District  
Simi Valley Unified School District  
Siskiyou County Office of Education **(2)**  
*Snowline Joint USD*  
Soledad Unified School District  
*Sojour Middle School (Charter School)*  
Somis Union Elementary District  
Sonoma Valley Unified School District  
South Pasadena School District  
South Whittier School District  
Stanislaus County Office of Education  
Stocton Unified School District **(2)**  
Stone Corral School District  
*Sulphur Springs School District*  
Surprise Valley Joint Unified School District  
Sundale Union Elementary School District

Tracy Elementary School District  
*Trinity County Office of Education (2)*  
*Trona Joint USD*  
Tulare City Schools  
Tulelake Basin Joint Unified School District  
Tustin Unified School District  
*Twin Ridges Elementary SD*  
  
Upland Unified School District **(2)**  
  
Val Verde Unified School District **(2)**  
Vallejo City School District  
Ventura County Superintendent of Schools  
Ventura Unified School District  
Victor Elementary School District  
Visalia Unified School District  
  
Walnut Valley Unified School District **(2)**  
Wasco Union Elementary School District **(2)**  
*Wasco Union High School District*  
Washington Colony School District  
Washington Unified School District  
*Washington Union School District*  
*Waterford Unified School District (2)*  
Weed Union Elementary School District  
West Contra Costa Unified School District  
West Covina School District  
West End SELPA  
West Fresno School District  
West Valley High SD  
Western Placer Unified School District  
Westminster School District **(2)**  
Westmoreland Union School District  
Westside Elementary School District **(2)**  
Westwood Unified School District  
Wheatland School District  
Whittier City School District **(2)**  
*William S. Hart Union HSD (2)*  
*Wilsomia School District (2)*  
Winton Elementary School District  
Wisman School District  
Woodlake Union School District  
Woodville Union School District

Susanville School District  
Sutter County Office of Education

Tehama County Office of Education (2)  
Temecula Valley USD  
Thermalito Union School District

Yreka Union High School District (2)  
Yuba City Unified School District  
Yuba County Office of Education  
Yucaipa-Calimesa Joint USD

### IHE Co-Sponsors of Teaching Internship Programs

There are five new private and independent college and university participants in the teaching internship program. [Table 8](#) presents the number of interns separated by segment; i.e., whether the program is a CSU, UC, private and independent college, or a district intern program. Table 8 shows that all but three of the California State Universities are participating in teaching internship programs. Approximately one third of the private and independent colleges are participants. There are eight projects that are district internships ([Table 9](#)). None has been added in the previous two cycles.

**Table 8**

### Accredited Colleges and Universities Participating as Sponsors or Co-Sponsors of Funded Teaching Internship Programs

Azusa Pacific University  
California Lutheran University  
California State Poly University, Pomona  
California State University, Bakersfield (3)  
California State University, Chico (3)  
California State University, Dominguez Hills (3)  
California State University, Hayward (3)  
California State University, Fresno (2)  
California State University, Fullerton (3)  
California State University, Long Beach (3)  
California State University, Los Angeles (2)  
California State University, Monterey Bay  
California State University, Northridge (3)  
California State University, Sacramento (2)  
California State University, San Bernardino (2)  
California State University, San Marcos (3)  
California State University, Stanislaus (2)  
Chapman University  
College of Notre Dame  
Dominican College

John F. Kennedy University  
National Hispanic University  
Pacific Oaks University  
Patten College (2)  
Point Loma Nazarene University  
San Diego State University (2)  
and Imperial Valley Campus  
San Francisco State University (4)  
San Jose State University (3)  
Santa Clara University  
University of California, Berkeley  
University Extension  
University of California, Irvine  
University of California, Los Angeles  
and University Extension  
University of California, San Diego  
University of La Verne  
University of Redlands

**Table 9**

### Local Education Agencies that Sponsor State-Funded District Internship Programs

Compton Unified School District  
Long Beach Unified School District  
Los Angeles Unified School District (Listos)  
Project Pipeline Consortium (15 Districts)  
Ontario-Montclair Elementary School District  
Orange County Office of Education  
San Bernardino and San Joaquin County  
Offices of Education Consortium (19 Districts)  
San Diego City School District (BECA)



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